DOCUMENT RESUME

ED 410 907 HE 030 505

TITLE	Policy Indicators for Higher Education: WICHE States. Regional Fact Book for Higher Education in the West.
INSTITUTION	Western Interstate Commission for Higher Education, Boulder, CO.
REPORT NO	WICHE-2A286
PUB DATE	1996-08-00
NOTE	316p.
AVAILABLE FROM	Western Interstate Commission for Higher Education, P.O. Box 9752, Boulder, CO 80301-9752.
PUB TYPE	Numerical/Quantitative Data (110)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Data Analysis; Educational Assessment; Educational Attainment; Educational Demand; Educational Finance; *Educational Planning; Employment Patterns; Enrollment Trends; Expenditure Per Student; Geographic Regions; *Higher Education; Minority Groups; Population Distribution; Regional Characteristics; Regional Cooperation; *Regional Planning; School Demography; *School Statistics; *State Norms; State Surveys; Statewide Planning; Student Financial Aid; Tables (Data); Teacher Salaries; Trend Analysis; World Wide Web
IDENTIFIERS	*Western Interstate Commission for Higher Education

ABSTRACT

This report on higher education in 15 Western Interstate Commission for Higher Education (WICHE) states provides state and regional data in a policy context. The document is structured around a set of indicators that provide trend or relative state data for: population projections; adult educational attainment level; expected number of high school graduates; participation rates and college enrollment data; relative degree production rates; tuition, fee, and student financial aid data; per student expenditures; sources of institutional revenue; higher education share of state general funds; faculty salaries; research competitiveness; minority student participation rates; and current and projected employment by occupation and industry. Data are summarized both for the region and the 15 states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. Also included are several policy insight reports on: (1) college student migration, (2) quality assurance in distance education, (3) 1996 legislative actions, (4) higher education and the job market, and (5) access. In addition to data included in the regional and state indicator section, there are 28 comprehensive data tables. Appended are the Carnegie classifications and a Web site address where a list of public and private institutions by state and sector may be obtained. (Contains approximately 50 references.) (CH)

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ED 410 907

POLICY INDICATORS FOR HIGHER EDUCATION:

WICHE STATES

REGIONAL FACT BOOK
FOR HIGHER EDUCATION IN THE WEST

HE 030 505

Western Interstate Commission for Higher Education
P. O. Box 9752
Boulder, Colorado 80301-9752

August 1996

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Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana
Nevada
New Mexico
North Dakota
Oregon
South Dakota
Utah
Washington
Wyoming

WICHE's broad objectives are to:

- Strengthen educational opportunities for students through expanded access to programs,
- Assist policy makers in dealing with higher education and human resource issues through research and analysis,
- Foster cooperative planning, especially that which targets the sharing of resources.

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Published August 1996 by the
Western Interstate Commission for Higher Education
P.O. Box 9752
Boulder, Colorado 80301-9752
Telephone (303) 541-0200
An Affirmative Action/Equal Opportunity Employer
Printed in the United States of America
Publication Number 2A286
01-04-00-5400:300:8/96:WICHE:2A286

WICHE

Policy Indicators for WICHE States

REGIONAL FACT BOOK FOR HIGHER EDUCATION IN THE WEST

August 1996

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Foreword

This is the second edition of WICHE's regional fact book, ***Policy Indicators for Higher Education: WICHE States***. The impetus for this collection of data and analyses to support policymakers in the West grew out of WICHE Commissioners' belief that comprehensive state and regional data in a policy context were needed in the western states.

Following the publication of the first fact book in January 1996, selected parts, including graphics, data tables, and analyses, were adapted for viewing on WICHE's internet home page at http://wiche.edu. This information will be updated and expanded to reflect more recent and new information contained in this second edition.

Several people assisted in the preparation of this publication. Comments and suggestions on the fact book were sought through Commissioners as well as representatives from state governing and coordinating boards in all member states. WICHE gratefully acknowledges the assistance of State Higher Education Executive Office staff for their insights on content and structure in addition to their responses to data requests. WICHE staff directly responsible for this publication are Cheryl Blanco, Policy and Information Unit Director, Robin Etter Zuniga, Research Associate, and Danial Via, Research Assistant. Staff worked with Dennis Jones, President of the National Center for Higher Education Management Systems (NCHEMS) during the initial conceptualization, design, and data collection phases of the first fact book. Also, special recognition goes to Cherie Pedersen, administrative secretary, for designing and formatting charts and graphic displays as well as preparing drafts of the document.

Boulder, Colorado
August 1996

Richard W. Jonsen
Executive Director
Western Interstate Commission
for Higher Education

Introduction

The development of appropriate policy regarding higher education is an increasingly difficult task in most of the western states. The demands placed on higher education continue to increase. The numbers of high school graduates--and hence the number of potential college enrollees--are increasing in most states. Perhaps more important, the expectations held by employers and society at large for college graduates are increasing as well. In addition, state governments and other clients are enlisting the aid of colleges and universities in addressing a widening array of important issues and problems.

This growing set of demands is accompanied by severely constrained resources. State governments are finding it economically impossible to provide resources commensurate with their increasing appetite for services. These conditions make state-level decisionmaking increasingly problematic; they also create a demand for information that can help guide these decisions.

Policy Indicators for Higher Education: WICHE States has been developed in partial response to this demand. The document, by design, is not a compendium of data. Instead, it contains a set of "indicators" for each of the WICHE states--information that reveals trends or the state's relative position with regard to selected policy-relevant factors. Consequently, it contains information about:

- population projections
- the educational attainment levels of the adult population of the state
- expected numbers of high school graduates
- participation rates and college enrollment data
- rates of degree production of each state relative to WICHE regional averages
- tuition and fees and the associated levels of funding for student financial aid
- per-student expenditures
- sources of institutional revenues
- higher education's share of state general fund appropriations
- faculty salaries
- research competitiveness
- participation rates for minority students
- current and projected employment by occupation and industry.

The indicators were selected and developed using two fundamental criteria. First, the information would focus on **states**--not institutions--as the unit of analysis. Since the purpose of the information included here is to inform state-level policymaking, the characteristics of the state and the state's relationships with higher education are the focus of attention. To the extent that institutional data are included, they are provided at the sector level (two-year institutions, baccalaureate/master's institutions, research/doctoral universities, private institutions). No data about individual institutions are included except under conditions in which there is only one institution in a particular sector.

Second, an attempt has been made to provide context--a basis for interpretation--for each of the indicators. In some cases, the context is provided through use of trends or multi-year comparisons. In other cases, it is provided through interstate comparison, typically a comparison of a state with the WICHE states' average. In still other cases, context is provided through use of ratios that show relationships between important factors and underlying phenomena. An example is the relationship between tuition levels and per capita disposable income in the state. The intent is to provide information that (1) is presented in a policy-relevant manner, and (2) conveys meaning within that context.

The fact book is divided into five major parts:

Part I: Regional Indicators presents a view of the region through several indicators that display data for the 15 states. The section opens with an overview of higher education in the West followed by a *Regional Summary* analyzing data under major issue areas.

Part II: State Indicators contains state-specific data displayed through graphics with brief analyses.

Part III: ***Policy Insights*** is a series of short, policy-focused special reports on current issues of interest to decisionmakers at the state level as well as those on the campuses. New issues of ***Policy Insights*** will be published periodically to build on the data in ***Policy Indicators*** and provide a context for discussion of the major issues and options related to priorities in higher education across WICHE states.

Part IV: Data Tables contains raw data from which the graphic displays in Parts I and II were constructed. These tables are included as a resource for institutional researchers and others interested in the detailed information collected for each state on the various indicators.

Part V: Appendices includes references, Carnegie Classification of Institutions of Higher Education, and a listing of higher education institutions by state.

This document will undergo constant evaluation and comments are actively sought from our users. Additionally, selected information are available through WICHE's home page, <**http://www.wiche.edu**>.

Part I: Regional Indicators

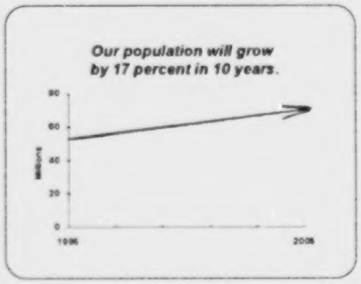
Part I of ***Policy Indicators*** presents an overview of the 15 WICHE states on several different types of information drawn from demographic, economic, fiscal, and social data sources. The purpose of these pages is to illustrate trend and comparative information on indicators covering a broad range of policy topics. A brief analytical statement accompanies the graphic for each indicator; data are arrayed in a single visual for the states, with WICHE and national averages also given. Detailed data tables for each graphic display are contained in Part IV: Data Tables.

Two regional overview sections precede the indicators. First, **Higher Education in the West: An Overview** summarizes general social, economic, and demographic characteristics that contribute to making the West a unique region, especially for higher education. A **Regional Summary** developed around current policy issues follows the overview, presenting information under issue headings such as "Access to Higher Education" and "Cost of Education" to encourage discussion of current higher education issues and state policies concerning those issues. Neither these categories nor the analyses presented are mutually exclusive; they are intended to focus information on specific topics of interest to policymakers throughout the region.

The Changing Landscape of Higher Education in the West

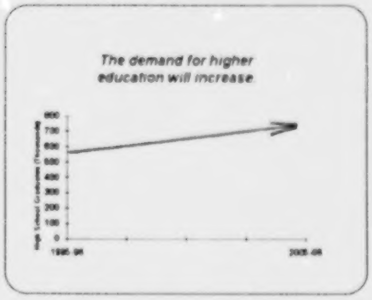
As a region, the West is unique and the characteristics that make it so are changing. These qualities also influence higher education in the western states. Present and projected economic, demographic, and social conditions in the region suggest that the West continues to evolve in ways different from other regions of the nation. These same indicators provide a context for informed policy development for higher education in the years ahead. Major economic and social conditions are summarized briefly below both as a preface to the performance indicators that follow and as a framework to better understand the changing landscape of the western region.

POPULATION GROWTH



- The West as a region is projected to have 10,000,000 more people in 2005 than in 1995.
- In the past 15 years, the West grew faster than any other region.
- With the exception of some coastal areas, most western states have widely dispersed rural populations.
- The largest projected change will be in the 45-to-64-year-old age group.
- Among traditional college age group people (20-24 years of age), most western states are projected to have more growth than the nation on average will have.

DEMAND AND ACCESS

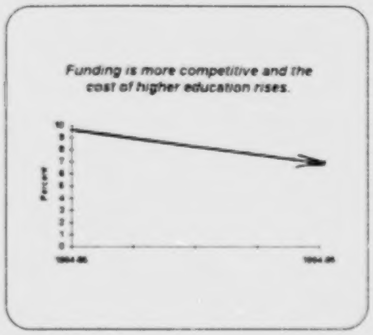


- The West is projected to have 35 percent more high school graduates in 2005-06 than in 1995-96, almost double the projected national increase of 19 percent.
- A larger portion of recent high school graduates in the western states are going to college.
- College student migration patterns indicate that students from western states tend to stay in the West to study.
- Because the West has a small independent higher education sector, states rely primarily on public two- and four-year institutions for enrollment demands.

FUNDING AND COSTS

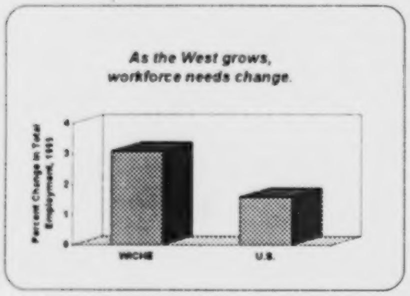
- Regionally, state appropriations to higher education as a percent of tax revenue declined from 9.3 percent in 1984-85 to 8.2 percent in 1994-95.

- Dollar appropriations are increasing in most states, but higher education's share of general fund appropriations weakens as colleges and universities now compete more directly with other services such as Medicaid and Corrections for limited state dollars.


Funding is more competitive and the cost of higher education rises.

- Tuition increases are taking a larger share of per capita disposable income. Between 1990 and 1994, tuition and fees at the region's baccalaureate institutions increased on average by almost 58 percent. In 1995, tuition and fees for students at these institutions accounted for 10.6 percent of per capita disposable income.

WORKFORCE PREPARATION


As the West grows, workforce needs change.

- Wide variations in geography, culture, demography, and economy in western states influences the way policymakers and educators conduct statewide and regional planning to prepare for future workforce needs.

- The growth rate of personal income per capita between 1977 and 1994 in the West was only two-thirds that of the nation.

- A few of the high growth occupations offer high-paying jobs, but much of this growth will occur in the service sector which is characterized by lower-paying jobs.

- In most western states, no more than two of the top 10 occupations expected to create the most new jobs require postsecondary education.

- Much of the growth in western states in occupations requiring higher education is expected to be in education, business, health care, skilled trades, and computers and electronics.

- A large portion of the West's future employment growth is projected to occur in two major occupational categories: professional/paraprofessional/technical positions (generally require postsecondary education) and service positions (generally require only a high school diploma.)

- Between now and 2005, the fastest growing manufacturing industry in the U.S. in terms of real output is projected to be the computer manufacturing industry.

Regional Summary

Access to Higher Education

- Census projections indicate that the population in the West will increase by about 17 percent between 1995 and 2005, compared to a 9.4 percent growth rate nationally.

- In the traditional college-age population group (20-to-24-year olds), most western states are projected to have more growth than the nation on average will experience.

- The largest projected change in age groups is expected in the 45 to 64 age category--the Baby Boomers--which will increase in number by 5.1 million in the West, or almost 47 percent.

- Projections of high school graduates among western states suggest that, as a region, the West will experience greater demand for higher education than will most other sections of the U.S. Several states in the region anticipate double-digit percentage increases in the number of high school graduates between 1995 and 2005.

- The distribution of enrollments among different types of institutions and sectors shifted somewhat across WICHE states in recent years. Community colleges account for about 47 percent of enrollment in the region with 40 percent in public four-year and 13 percent in independent institutions.

- Community colleges gained enrollment shares in the western states while research and baccalaureate/master's institutions lost shares.

- Students from western states tend to stay in the region to study. Six WICHE states attracted more than 5,000 nonresident students in 1994: Arizona, California, Colorado, Oregon, Utah, and Washington.

- College participation rates of major racial/ethnic groups continued to increase in the region, with the exception of African Americans.

Cost of Education

- Students have absorbed more of the cost of education as higher education's share of state dollars has declined in recent years.
- Although general fund appropriations increased in dollars between 1995 and 1996 in most western states, the share of the state budget going to higher education has declined in the states.
- While the regional percent change in general fund appropriations to higher education was a 4.4 percent increase, the average change for Medicaid was 6.6 percent and 10.2 percent for Corrections.
- At public four-year institutions in the WICHE region, annual resident undergraduate tuition and fees increased on average by almost 58 percent between 1990 and 1995. At two-year colleges, resident in-district tuition and fees increased on average by 39 percent.
- In-state resident tuition and fees for full-time students at public institutions consumed an ever-larger portion of per capita disposable income in the majority of states. On average for students at baccalaureate/master's institutions in the region, tuition and fees represented about 5 percent of disposable income in 1985 and almost 11 percent in 1995.
- State expenditures per full-time-equivalent student at baccalaureate/master's and research/doctoral institutions were somewhat higher in the West than the national average.
- But two-year institutions in the West spent somewhat less per FTE student than did community colleges on average across the nation.
- If state support for public institutions continues to decline, more of the burden of the cost of education will be passed to the student, usually through increased tuition and fee charges.
- Financial aid is an important factor in the cost of education, particularly from the student perspective. However, as costs increased between 1992 and 1994, most WICHE states decreased restricted financial aid per FTE undergraduate student.

Sources and Distribution of Resources

- Higher education's share of state general fund appropriations generally declined in recent years.
- Resources spent on administrative support as well as plant operations and maintenance are indices of resource distribution priorities, particularly in difficult fiscal periods when all institutional functions compete for fewer resources.
- Regionally, community colleges and baccalaureate/master's institutions tend to spend more per student for institutional administrative support than for plant operations and maintenance.
- However, research universities devoted somewhat more resources, on average, to plant operations and maintenance than to institutional administrative support.
- Faculty salaries ranged widely across the region, influenced, among other factors, by local conditions, supply and demand, rank, type of institution, and sector. Among public institutions, the average salary was $38,955 for community college faculty, $43,711 for baccalaureate/master's faculty, and $50,489 for faculty at research institutions.
- The federal government, state government, industry, and the institution itself constitute the major revenue sources to support separately budgeted research and development (R&D).
- In FY94, the federal government supplied over 50 percent of R&D revenue in ten WICHE states. Decreases in federal support of R&D activities will affect all states, most especially those highly dependent on these resources.

Mission and Role

- Expenditures per student for student-oriented functions provide insight into institutional priorities. Student-oriented functions common to community colleges, baccalaureate/master's, and research institutions are instruction, academic support, and student services.

- On average in 1993-94, community colleges in the region spent approximately five to six times as much per FTE on instruction than on either academic support or student services.

- At baccalaureate/master's institutions, an average of four times more was spent on instruction than was spent on either academic support or student services.

- In research institutions, between three and four times as much was spent on instruction as academic support, while eight times more was spent per FTE on instruction than on student services.

Productivity

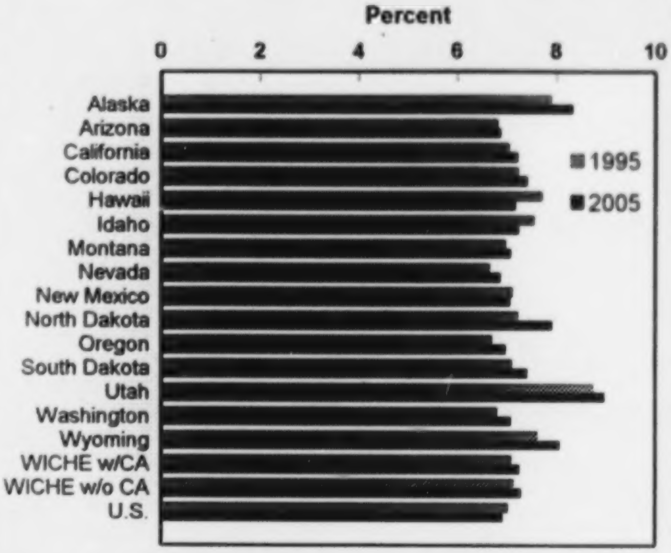
- There is great variability among the western states in the production of baccalaureate degrees among high school graduates four years following graduation.

- On average across the West, for every 100 high school graduates the region produced 45 bachelor's degrees four years later. Until graduation rate data are standardized, this indicator will substitute as a measure of the region's production of bachelor's degrees in relation to the traditional source of college students--recent high school graduates.

Part I:
Regional Indicators

WICHE REGION

20 to 24 Year Olds as a Percent of Total Population WICHE States 1995 and 2005



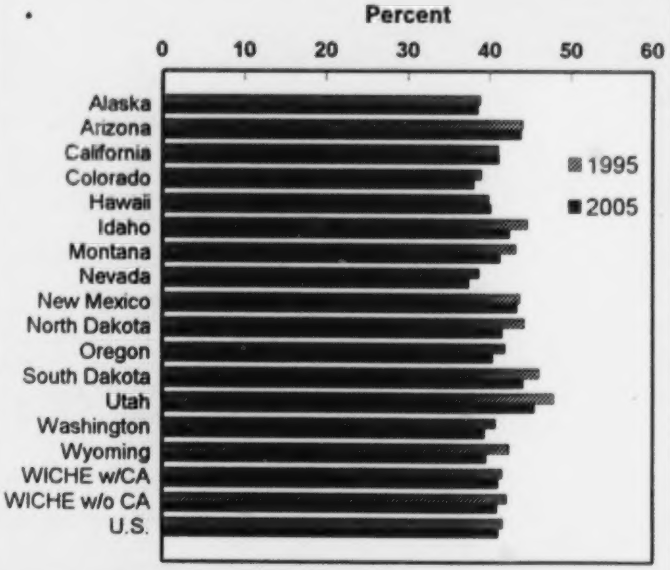
Source: US Bureau of the Census, 1994

Indicator 1

Most western states are projected to have more growth in the size of the traditional college age group (20-24 years of age) than the nation will experience. By 2005, all western states will equal or exceed the national average of approximately seven percent in that age group.

See Part IV, Table 1

Dependency Ratio: Percent of Population Under 19 and Over 65 Years of Age - WICHE States 1995 and 2005



Source: US Bureau of the Census, 1994

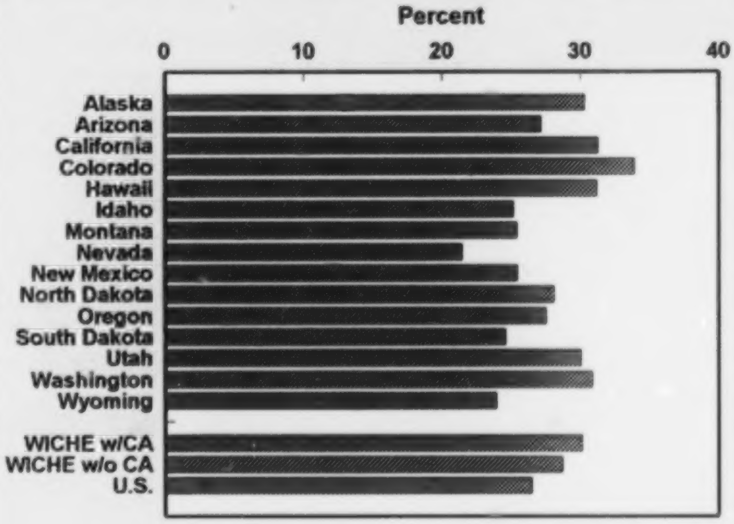
Indicator 2

A somewhat smaller proportion of westerners will be dependent (under 19 and over 65 years of age) in 2005 than were in 1995.

See Part IV, Table 1

WICHE REGION

Educational Attainment of Adult Population
AA or Higher, 1990



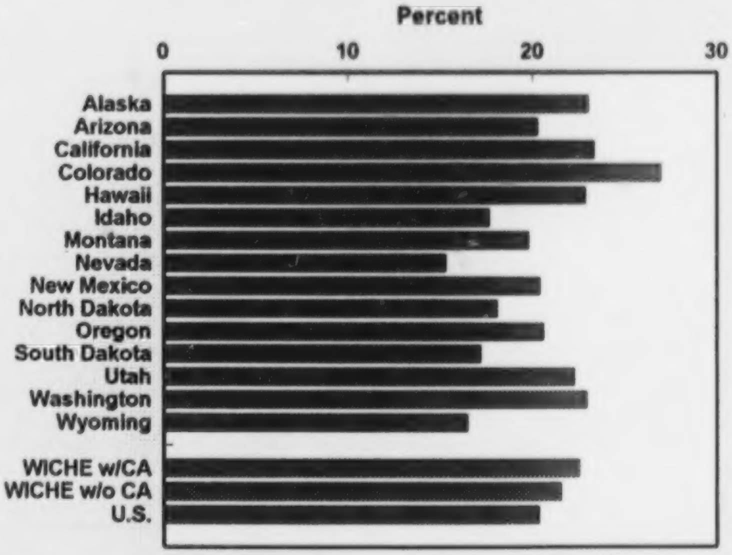
Source: Bureau of the Census, 1990.

Indicator 3

Most WICHE states surpassed the national average on the proportion of the adult population holding at least an associate in arts degree.

See Part IV, Table 2

Educational Attainment of Adult Population
Baccalaureate or Higher, 1990



Source: Bureau of the Census, 1990.

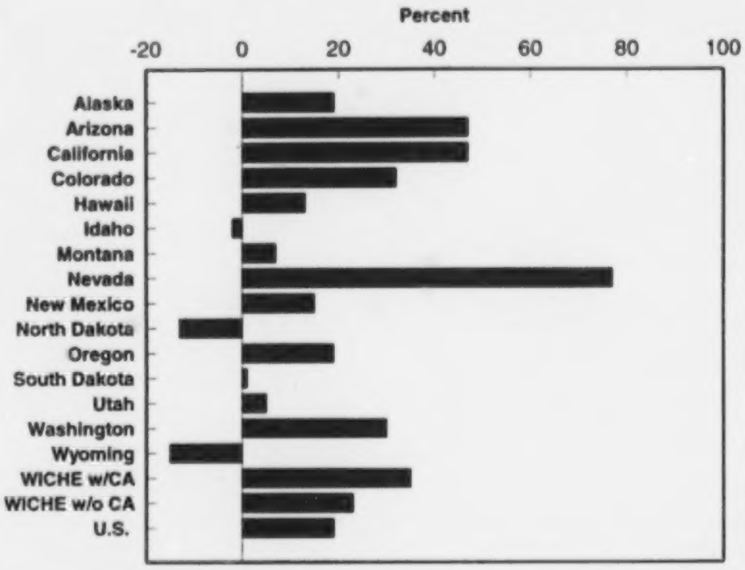
Indicator 4

On a regional basis, the proportion of the adult population in the West with at least a baccalaureate degree exceeds the national average.

See Part IV, Table 2

WICHE REGION

Projections of High School Graduates Percent Change 1995-96 to 2005-06



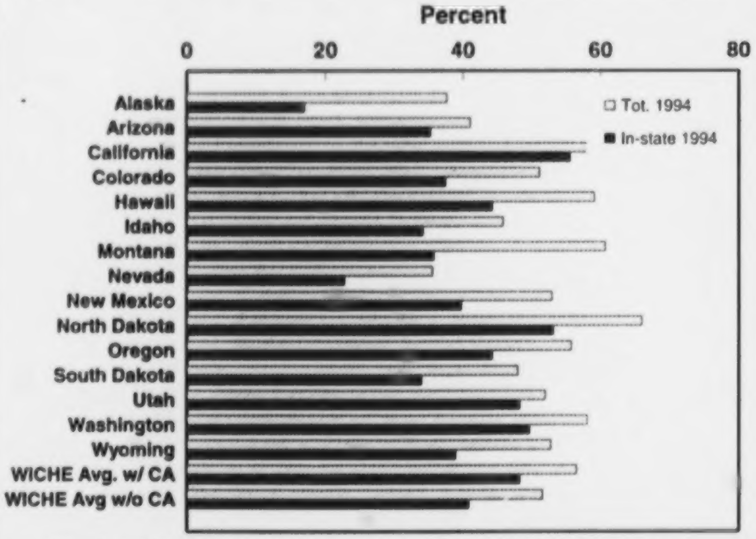
Source: WICHE, High School Graduates, 1993.

Indicator 5

The West is projected to have 35 percent more high school graduates in 2005-06 than in 1995-96, almost double the projected national increase of 19 percent.

See Part IV, Table 3

Proportion of Recent High School Graduates Who Were First-Time Freshmen, 1994



Sources: WICHE, High School Graduates, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992-93 and 1994-95.

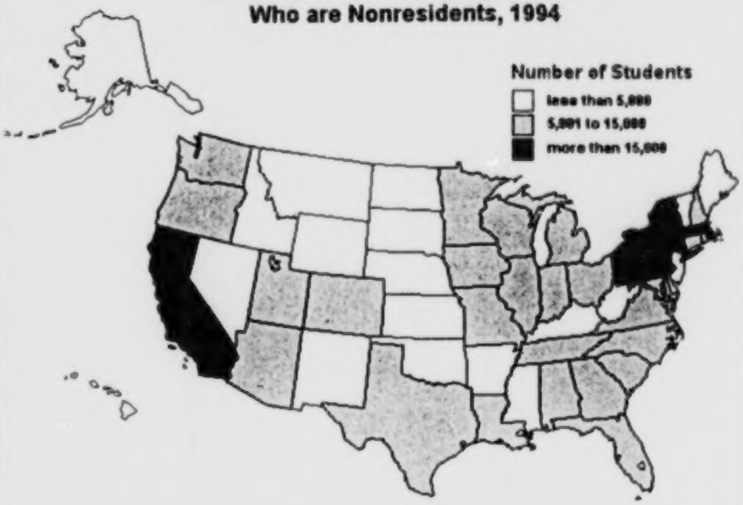
Indicator 6

More than one-half of the region's recent high school graduates tended to go to college in the West in 1994, and the majority chose to enroll in their home state.

See Part IV, Table 4

WICHE REGION

In-Migrants:
First-Time, First-Year College Students*
Who are Nonresidents, 1994


Number of Students
☐ less than 5,000
▨ 5,001 to 15,000
■ more than 15,000

*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

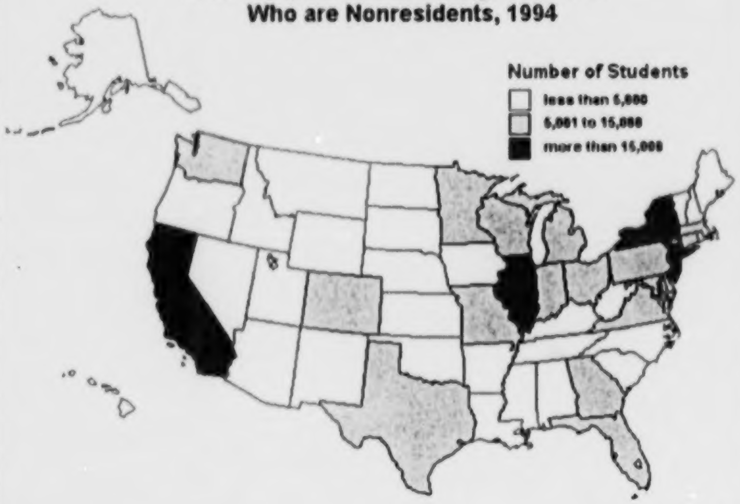
Source: National Center for Education Statistics, *Integrated Postsecondary Data System,* 1994-95.

Indicator 7

California attracted the largest number of nonresident students in the WICHE region in 1994. Six states in the region attracted more than 5,000 nonresident students in 1994: Arizona, California, Colorado, Oregon, Utah, and Washington.

See Part IV, Table 5

Out-Migrants:
First-Time, First-Year College Students*
Who are Nonresidents, 1994


Number of Students
☐ less than 5,000
▨ 5,001 to 15,000
■ more than 15,000

*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System,* 1994-95.

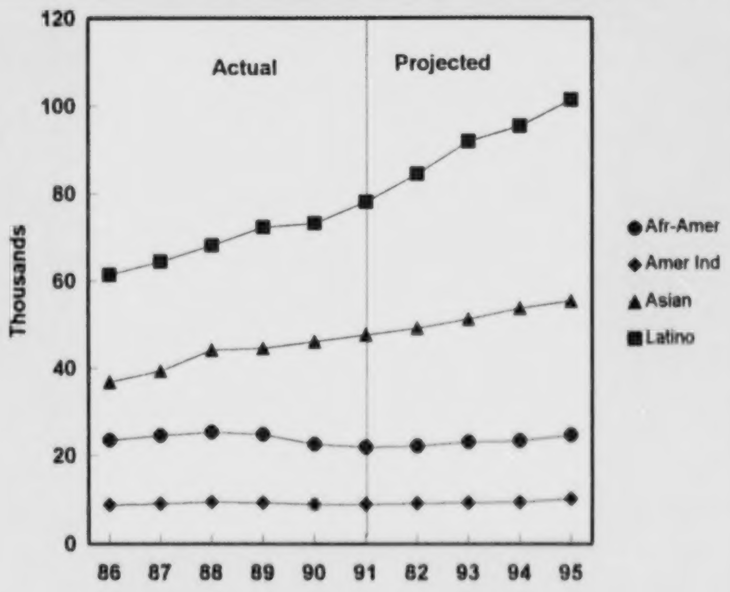
Indicator 8

More than 18,000 California residents enrolled out-of-state in 1994. Colorado and Washington sent more than 5,000 students each to other states for higher education.

See Part IV, Table 5

WICHE REGION

Trends in the Number of High School Graduates by Race/Ethnicity, WICHE Region, 1985-86 to 1994-95



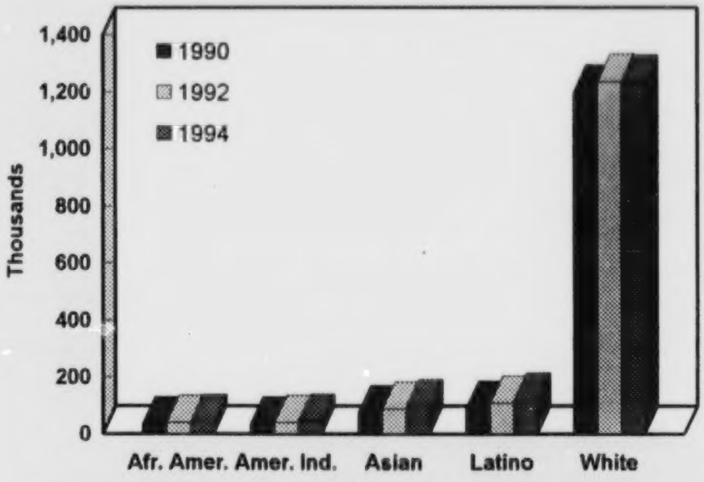
Source: WICHE, Road to College, 1991.

Indicator 9

In the western states, increases in numbers of high school graduates among major racial/ethnic groups were expected to range from 5 percent to 65 percent. Significant growth was projected among Asian and Latino groups.

See Part IV, Table 6

College Enrollment by Race and Ethnicity WICHE States, Fall 1990, 1992, and 1994



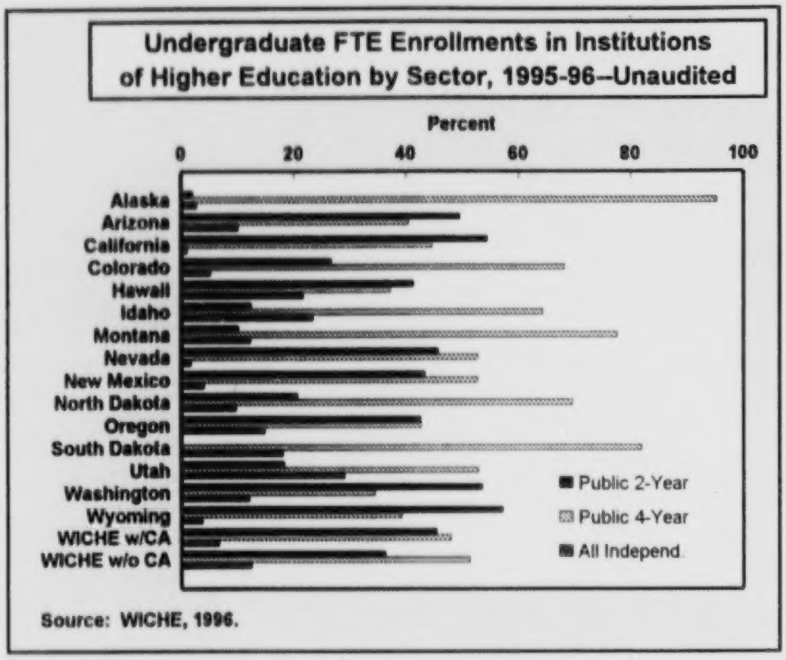
Source: National Center for Education Statistcs, Integrated Postsecondary Data System, Fall Enrollment survey for 1990-91, 1992-93, and 1994-95 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

Indicator 10

The West experienced growth in college enrollments among all major racial/ethnic groups except African-Americans between 1992 and 1994.

See Part IV, Table 7

WICHE REGION



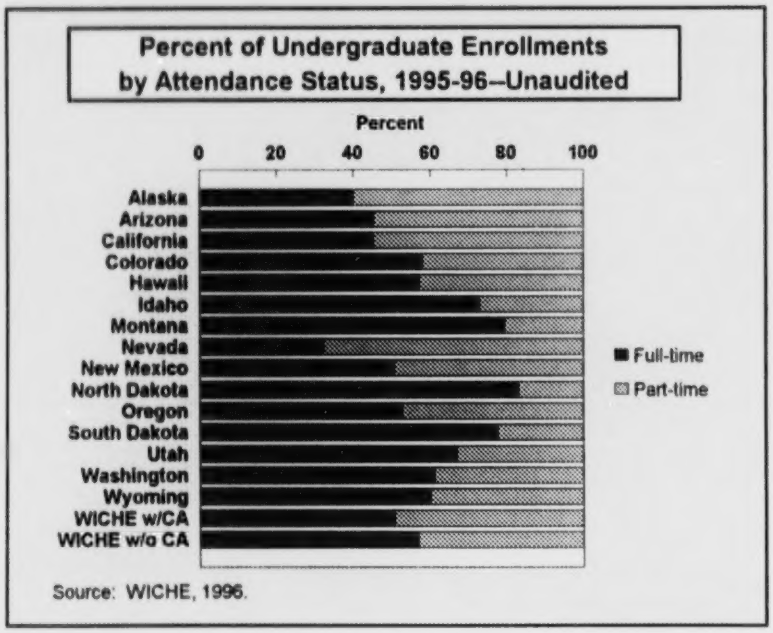
Undergraduate FTE Enrollments in Institutions of Higher Education by Sector, 1995-96--Unaudited

Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data indicate that two-year colleges across the region will account for about 45 percent of enrollment, while public four-year institutions will have about 48 percent and independent institutions will account for about 7 percent.

See Part IV, Table 8



Percent of Undergraduate Enrollments by Attendance Status, 1995-96--Unaudited

Source: WICHE, 1996.

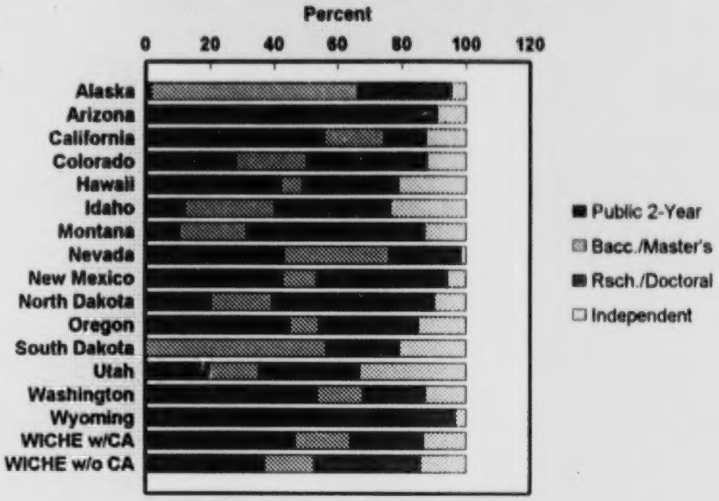
Indicator 12

Preliminary public sector data suggest that about 30 percent of the community college students in the western states attended full-time during Fall 1995 while about 78 percent of the public four-year undergraduate students were full-time.

See Part IV, Table 8

WICHE REGION

Percent of FTE Enrollments in Institutions of Higher Education by Sector, 1994-95



Source: WICHE, 1996.

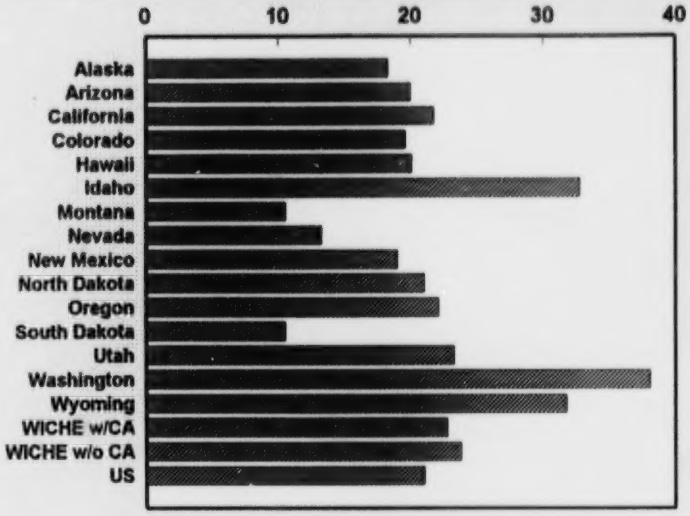
Indicator 13

The distribution of students across and within sectors changed somewhat between 1990 and 1994. Two-year institutions increased their enrollment share in the region by about 1 percent while research/doctoral institutions lost about 2.5 percent of enrollment share. Independent institutions also saw a small increase in enrollment share.

See Part IV, Table 8

WICHE REGION

AA Degrees Per 100 Public High School Graduates
All Institutions, 1993-94



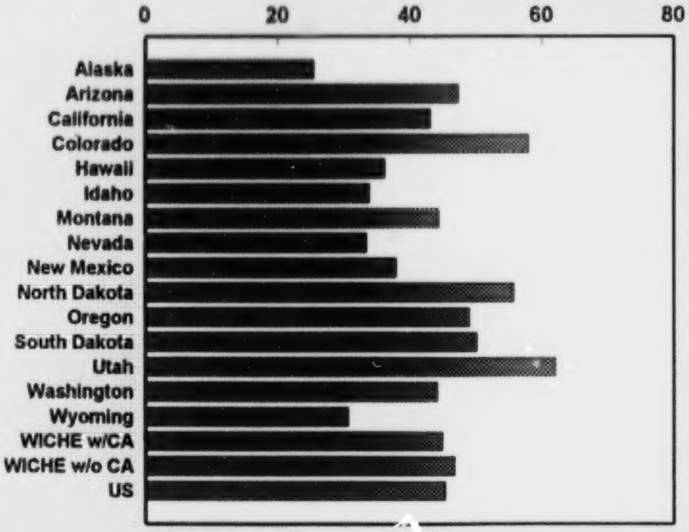
Source: WICHE, High School Graduates, 1993; and NCES, IPEDS Completions Survey, 1993.

Indicator 14

Western states varied significantly in the ratio of associate in arts degrees to high school graduates. For every 100 1990 high school graduates, the states produced from 10 to 38 associate degree graduates in 1994. The regional average was 23 and the national average was 21.

See Part IV, Table 10

BA Degrees Per 100 Public High School Graduates
All Institutions, 1993-94



Source: WICHE, High School Graduates, 1993; and NCES, IPEDS Completions Survey, 1993.

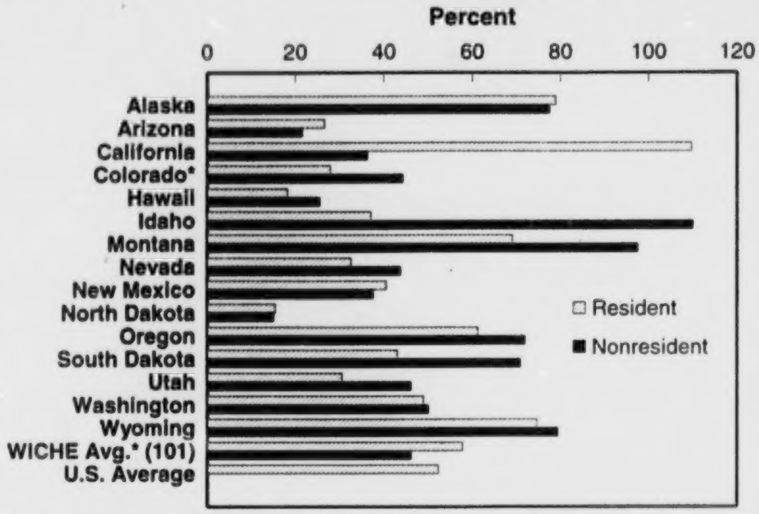
Indicator 15

For every 100 high school graduates in 1990, the number of bachelor's degrees ranged from 25 to 62. The regional and national averages were both 45.

See Part IV, Table 10

WICHE REGION

Resident and Nonresident Undergraduate Tuition and Fees
State Average Five-Year Percent Change, 1990-91 to 1995-96



Note: Simple averages do not include University of Colorado Health Sciences Center, which has separate rates for each field

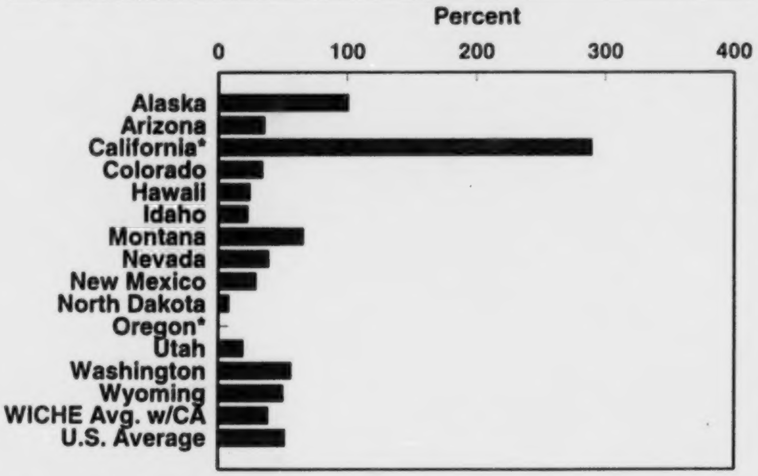
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 16

Between 1990 and 1995, resident tuition and fees increased by 57.8 percent regionally and 52.4 percent nationally. Nonresidents saw an increase of 46.2 percent in the region and 49.5 percent nationally.

See Part IV, Table 11

Public Two-Year Tuition and Fees
State Average Five-Year Change, 1990-91 to 1995-96



Oregon data from 1992-93 forward are not comparable to earlier years and are not included in the regional average. South Dakota has no public two-year institutions. The figures listed here supercede earlier publications.

Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

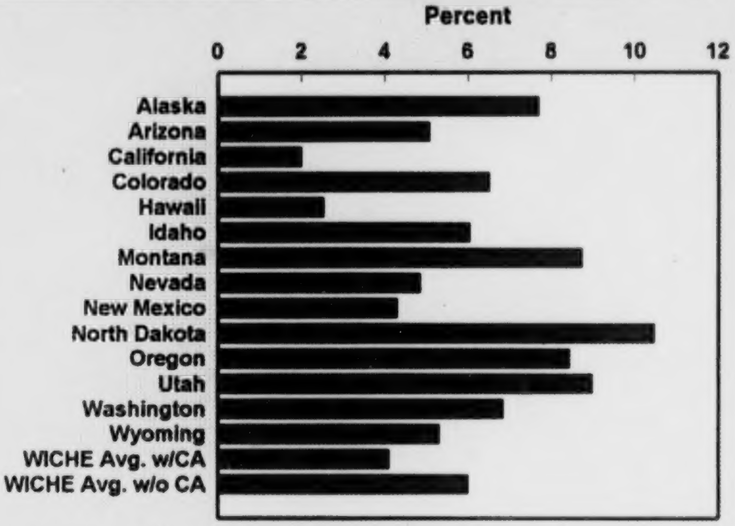
Indicator 17

Public two-year tuition and fees increased an average of 39 percent across the region, well below the national average increase of 52.2 percent.

See Part IV, Table 12

WICHE REGION

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Two-Year Institutions, 1995



Note: South Dakota has no public two-year institutions.

Sources: WICHE, Tuition and Fees in Public Higher Education, 1985-86, 1990-91, 1995-96; and Research Associates of Washington, State Profiles, 1995.

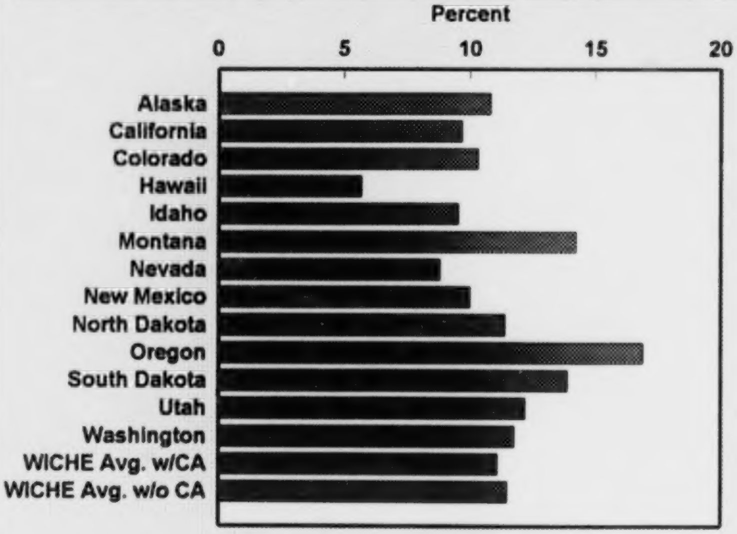
Indicator 18

In 1995, the proportion of per capita disposable income that went to tuition and fees at two-year colleges ranged from 2 to 10.5 percent.

See Part IV, Table 13

Revised 4/10/97

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Baccalaureate/Master's Institutions, 1995



Note: Arizona and Wyoming have no public baccalaureate/master's institutions.
Sources: WICHE, Tuition and Fees in Public Higher Education, 1985-86, 1990-91, and 1995-96; and Research Associates of Washington, State Profiles, 1995.

Indicator 19

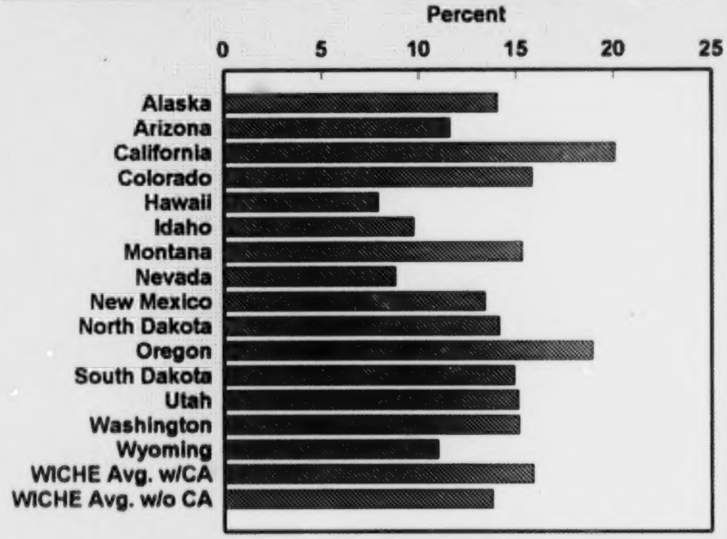
For students at baccalaureate/master's institutions, tuition and fees accounted for anywhere from 5.7 to16.9 percent of per capita disposable income.

See Part IV, Table 13

Revised 4/10/97

WICHE REGION

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Research/Doctoral Institutions, 1995



Sources: WICHE, Tuition and Fees in Public Higher Education, 1985-86, 1990-91, and 1995-96; and Research Associates of Washington, State Profiles, 1995.

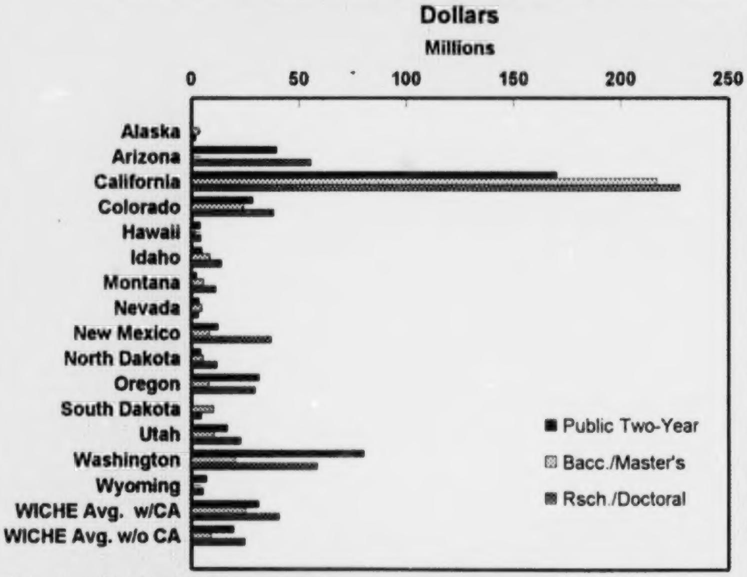
Indicator 20

At research/doctoral institutions in the West, tuition and fees took from 7.9 to 20 percent of per capita disposable income in 1995.

See Part IV, Table 13

Revised 4/10/97

Restricted Student Financial Aid Per FTE Student, Public Institutions, FY 1994



Note: See notes on Table 14 in Section IV.
Source: National Center for Education Statistics, IPEDS, Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 21

The amount of restricted financial aid per FTE student available at public institutions varies widely across the region by institutional type as well as by state.

See Part IV, Table 14

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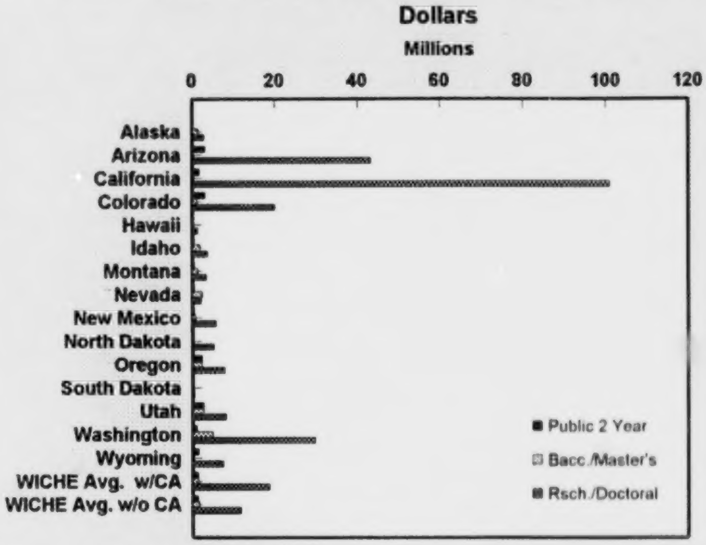
WICHE REGION

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, FY1994



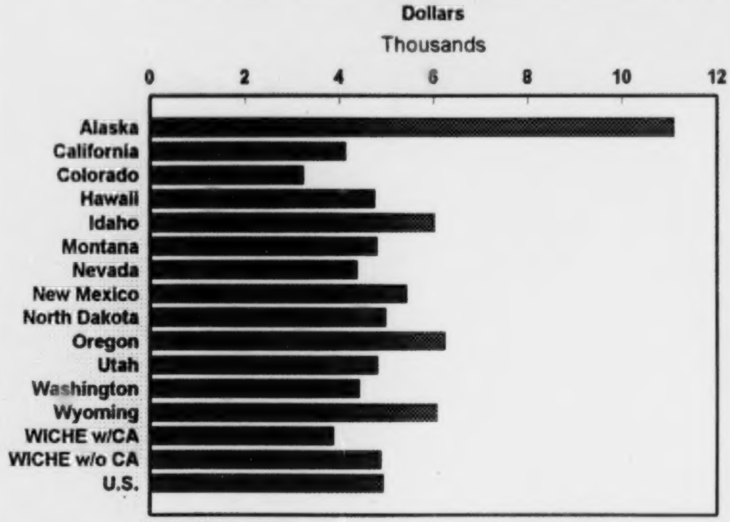
See notes on Table 15, Section IV.
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

Indicator 22

Research/doctoral institutions in the West provide by far the largest amounts of unrestricted financial aid per FTE student among public institutions.

See Part IV, Table 15

Unrestricted Expenditures Per FTE Student Public Two-Year Institutions, FY1994



Note: South Dakota has no public two-year institutions.
Source: National Center for Education Statistics, IPEDS, Finance Survey, Fiscal Year 1994; and Fall Enrollment Survey, 1993-94.

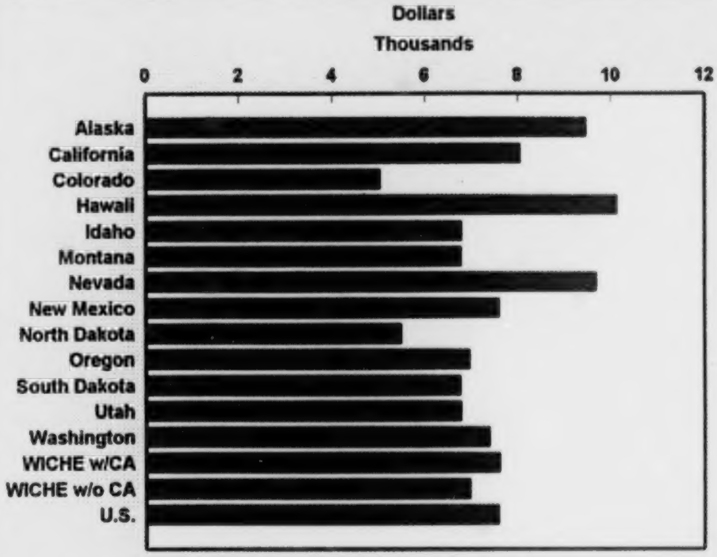
Indicator 23

At two-year institutions in FY94, expenditures of unrestricted educational and general funds per FTE student ranged from $3,237 to $11,092 in the western states.

See Part IV, Table 16

WICHE REGION

Unrestricted Expenditures Per FTE Student, Public Baccalaureate/Master's Institutions, FY1994



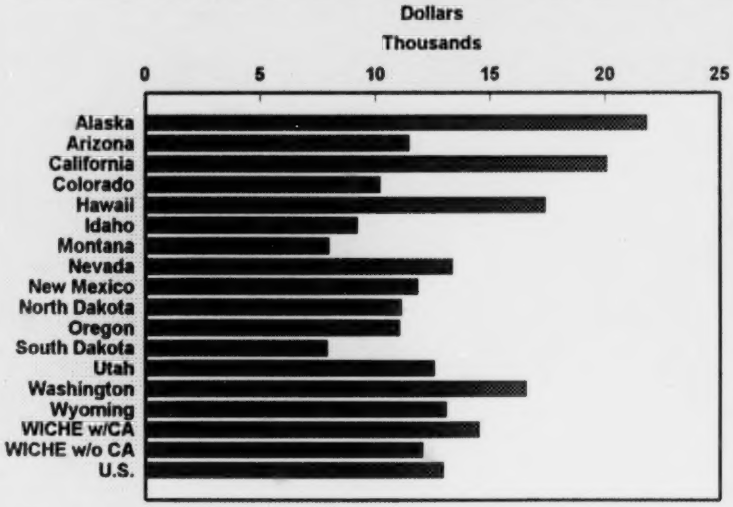
Note: Arizona and Wyoming have no public Baccalaureate/Master's institutions.
Source: National Center for Education Statistics, IPEDS, Finance Survey, Fiscal Year 1994; and Fall Enrollment Survey, 1993-94.

Indicator 24

Expenditures of unrestricted educational and general funds per FTE student at public baccalaureate/master's institutions in FY94 ranged from $5,032 to $10,132.

See Part IV, Table 16

Unrestricted Expenditures Per FTE Student Public Research and Doctoral Institutions, FY1994



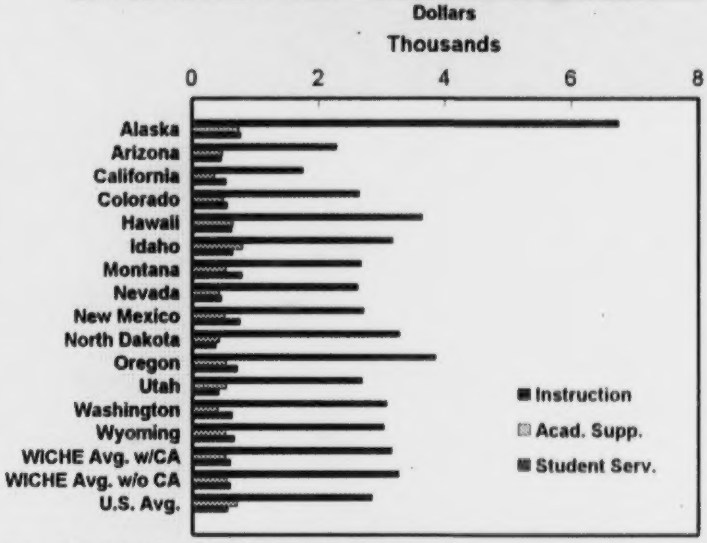
Source: National Center for Education Statistics, IPEDS, Finance Survey, Fiscal Year 1994; and Fall Enrollment Survey, 1993-94.

Indicator 25

In FY94, expenditures of unrestricted educational and general funds per FTE student at public research/doctoral institutions ranged from $7,896 to $21,820 in FY94.

See Part IV, Table 16

WICHE REGION



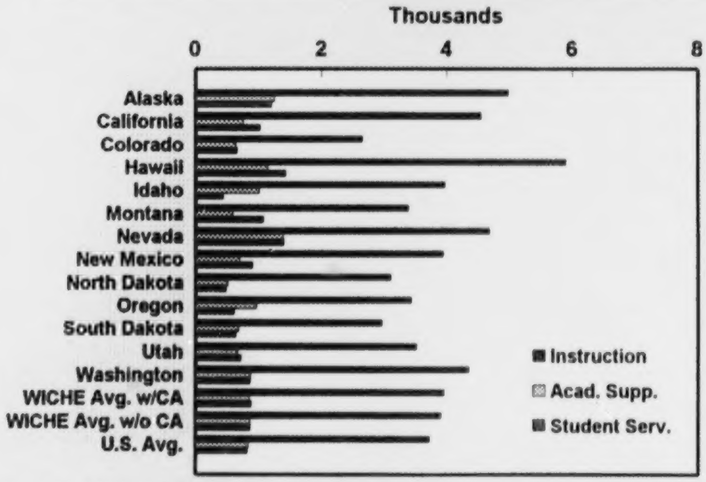
Expenditures Per FTE Student for Student-Oriented Functions, Public Two-Year Institutions, FY1994

Note: South Dakota has no public two-year institutions.
Source: National Center for Education Statistics, Integrated Postsecondary Data System, Finance Survey, 1993-94; and Fall Enrollment Survey, 1993-94.

Indicator 26

On average, two-year institutions in the West spent $3,149 per FTE on instruction, $525 on academic support; and $595 on student services in FY94.

See Part IV, Table 17



Expenditures Per FTE Student for Student-Oriented Functions, Public Bacc./Master's Institutions, FY1994

Note: South Dakota has no public two-year institutions.
Source: National Center for Education Statistics, Integrated Postsecondary Data System, Finance Survey, 1993-94; and Fall Enrollment Survey, 1993-94.

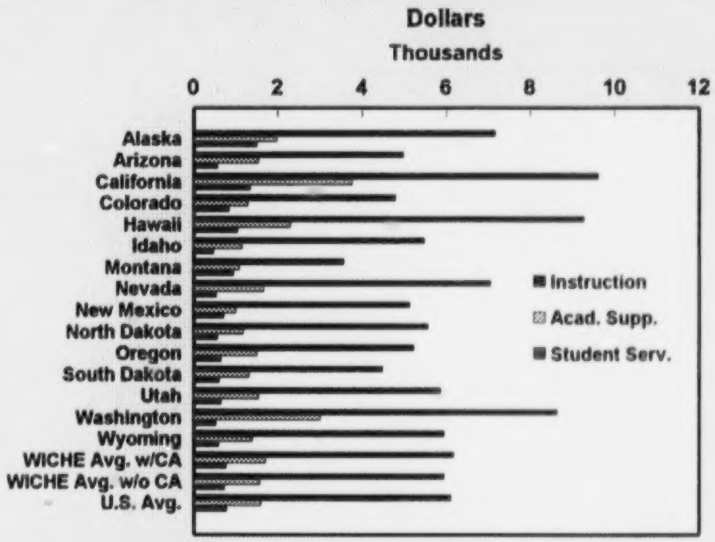
Indicator 27

In baccalaureate/master's institutions, average expenditures per FTE were $3,953 on instruction, $861 on academic support, and $881 on student services in FY94.

See Part IV, Table 17

WICHE REGION

Expenditures Per FTE Student for Student-Oriented Functions, Public Research/Doctoral Institutions, FY1994



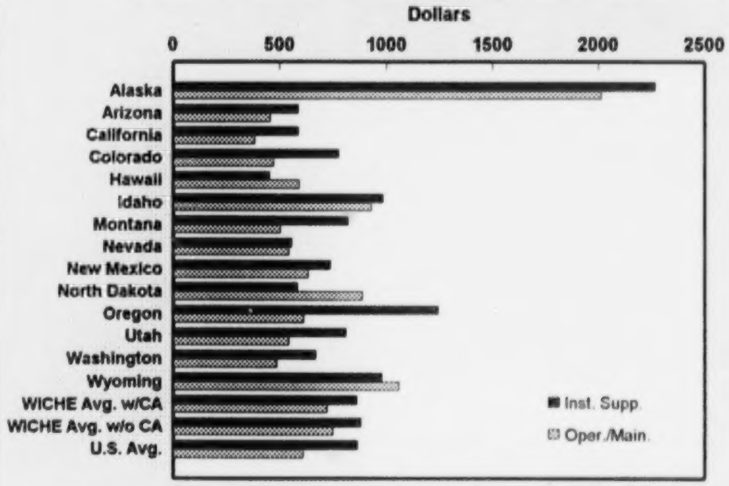
Note: South Dakota has no public two-year institutions.
Source: National Center for Education Statistics, Integrated Postsecondary Data System, Finance Survey, 1993-94; and Fall Enrollment Survey, 1993-94.

Indicator 28

Per FTE, research/doctoral institutions in the region spent on average $6,176 on instruction, $1,704 on academic support, and $762 on student services in FY94.

See Part IV, Table 17

Expenditures Per FTE Student for Institution-Oriented Functions, Public Two-Year Institutions, FY1994



Source: National Center for Education Statistics, Integrated Postsecondary Data System, Finance Survey, 1993-94; and Fall Enrollment Survey, 1993-94.

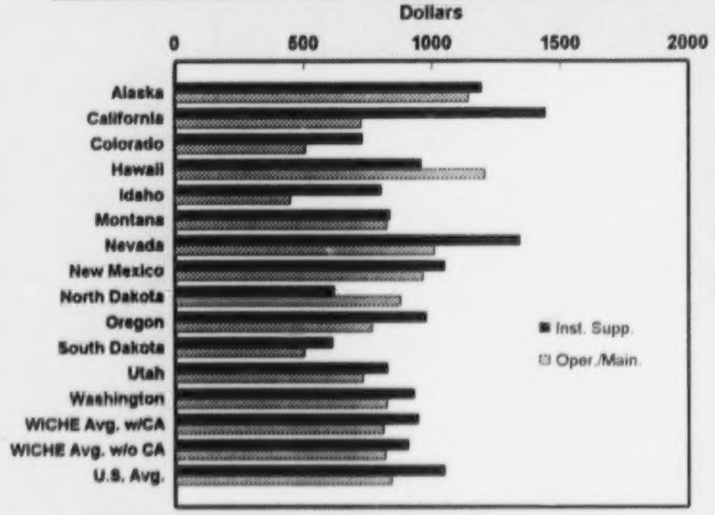
Indicator 29

Two-year colleges in the West spent an average of $861 per FTE on institutional administrative support and $722 per FTE on plant operations and maintenance in FY94.

See Part IV, Table 18

WICHE REGION

Expenditures Per FTE Student for Institution-Oriented Functions, Public Bacc./Master's Institutions, FY1994



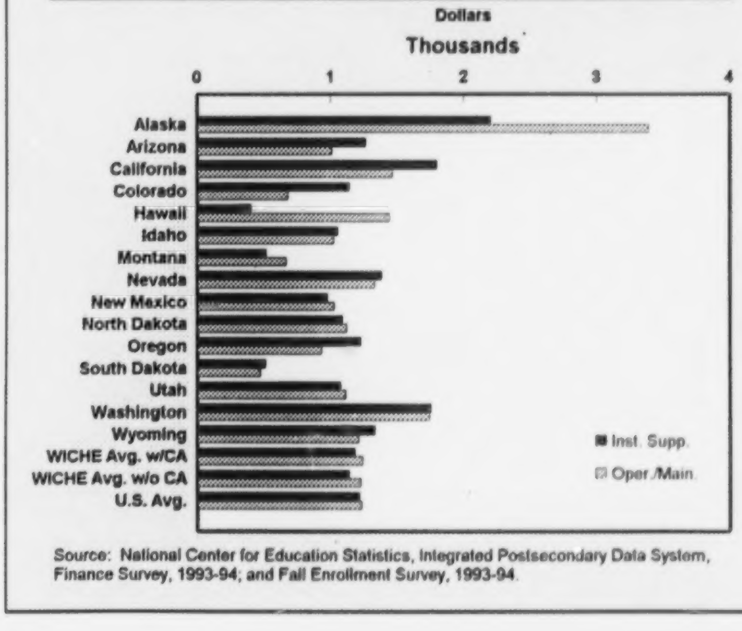
Source: National Center for Education Statistics, Integrated Postsecondary Data System, Finance Survey, 1993-94; and Fall Enrollment Survey, 1993-94.

Indicator 30

The region's baccalaureate/master's institutions dedicated an average of $947 per FTE for institutional administrative support and $810 per FTE for plant operations and maintenance in FY94.

See Part IV, Table 18

Expenditures Per FTE Student For Institution-Oriented Functions, Public Research/Doctorate Institutions, FY1994



Source: National Center for Education Statistics, Integrated Postsecondary Data System, Finance Survey, 1993-94; and Fall Enrollment Survey, 1993-94.

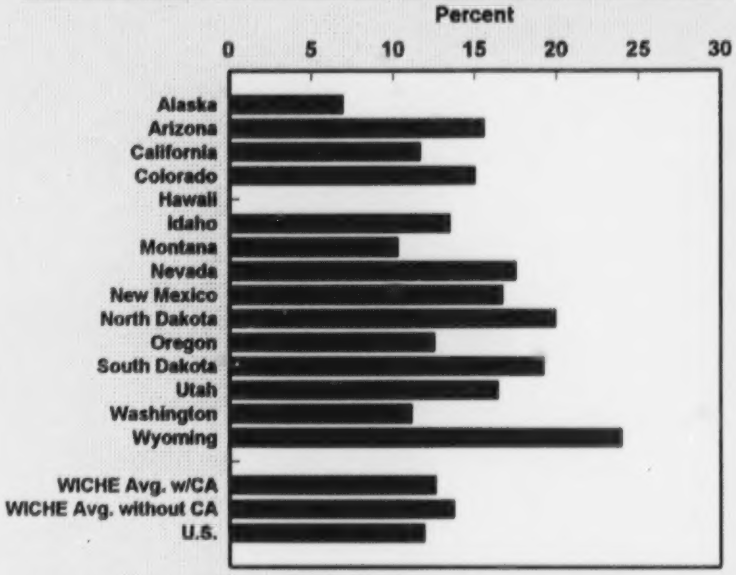
Indicator 31

The average expenditure per FTE in western states at research/doctoral institutions was $1,178 for institutional administrative support and $1,240 for plant operations and maintenance in FY94.

See Part IV, Table 18

WICHE REGION

State General Fund Appropriations to Higher Education as a Percent of Total Appropriations, Fiscal Year 1996



Source: National Conference of State Legislatures, State Budget Actions, 1995.

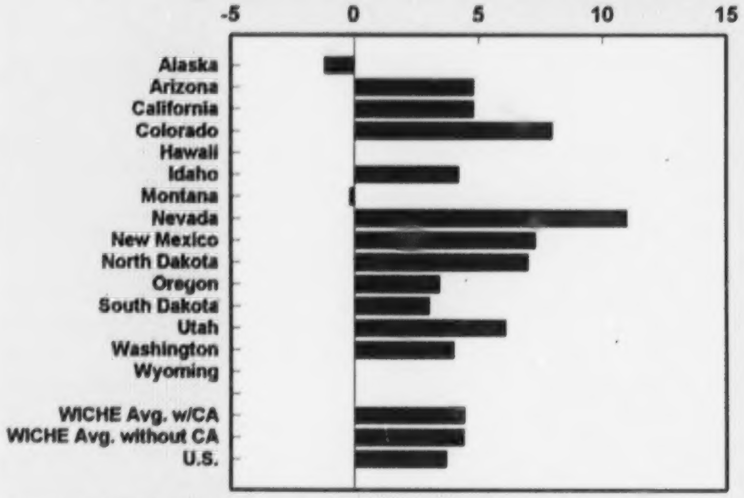
Hawaii did not report state appropriations data for Fiscal Year 1996.

Indicator 32

In the West, higher education's share of general fund appropriations equaled or exceeded the national average of 11.9 percent in about two-thirds of the states.

See Part IV, Table 20

Percent Change in General Fund Appropriations to Higher Education, Fiscal Years 1995 to 1996



Source: National Conference of State Legislatures, State Budget Actions, 1995.

Hawaii did not report state appropriations data for Fiscal Year 1996.

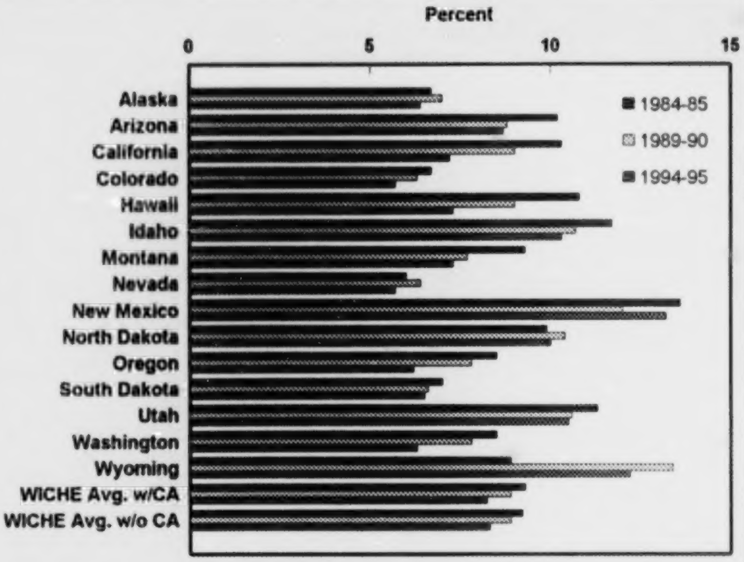
Indicator 33

With few exceptions in the western states, higher education increased its general fund appropriations share between fiscal years 1995 and 1996.

See Part IV, Table 20

WICHE REGION

State Appropriations to Higher Education as a Percent of Tax Revenue, WICHE States, 1984-85, 1989-90, and 1994



Source: Research Associates of Washington, State Profiles: Financing Public Higher Education, October 1994 and October 1995.

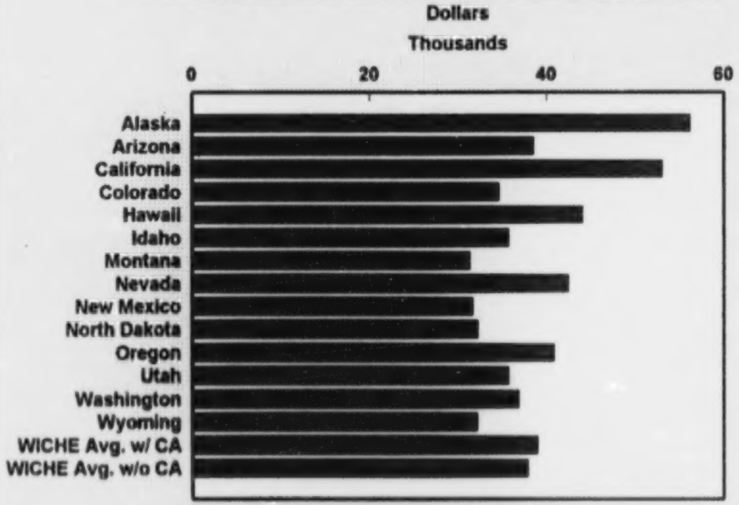
Indicator 34

Higher education in the West generally lost shares of state appropriations between 1984 and 1994.

See Part IV, Table 21

WICHE REGION

Average Annual Faculty Salaries, Public Two-Year Institutions, 1995-96



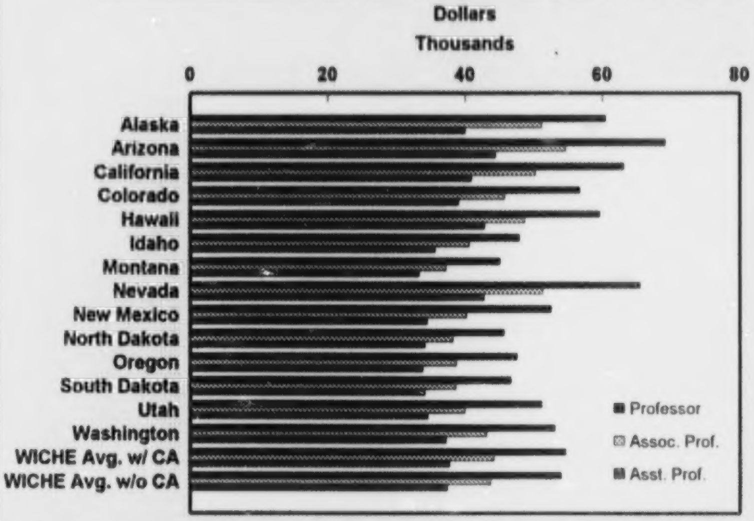
Note: South Dakota has no public two-year institutions.
Source: American Association of University Professors. Annual Report on the Economic Status of the Profession, 1995-96.

Indicator 35

Average annual faculty salaries in two-year public institutions in the West ranged from $31,300 to $56,200 in 1995-96.

See Part IV, Table 22

Average Annual Faculty Salaries Public Comprehensive/General Institutions, 1995-96



Note: Wyoming has no public comprehensive/general baccalaureate institutions.
Source: American Association of University Professors. Annual Report on the Economic Status of the Profession, 1995-96.

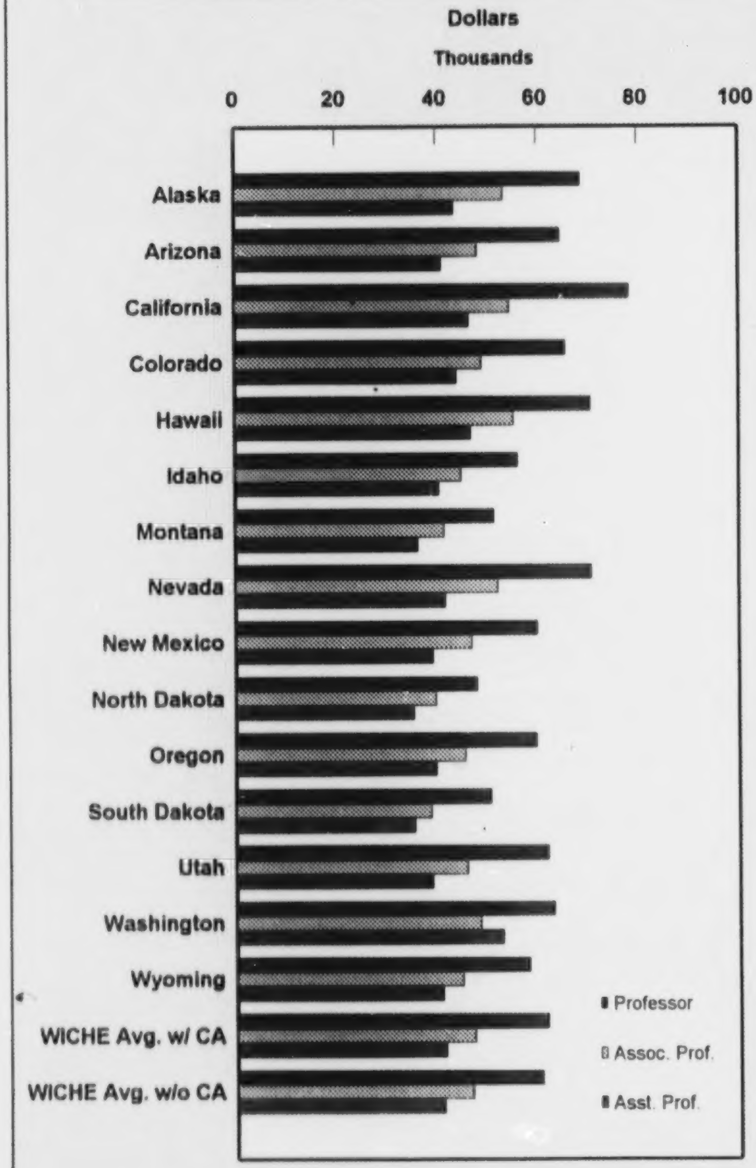
Indicator 36

The average annual salary for full professors at comprehensive/general institutions in 1995-96 across the region ranged from $45,025 to $69,100.

See Part IV, Table 22

WICHE REGION

Average Annual Faculty Salaries
Public Doctoral Institutions, 1995-96



Source: American Association of University Professors. Annual Report on the Economic Status of the Profession, 1995-96.

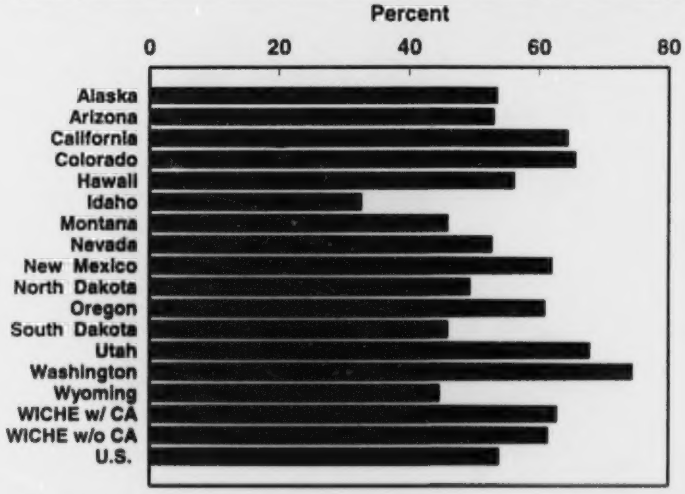
Indicator 37

At doctoral institutions in western states, salaries for full professors in 1995-96 ranged from $47,900 to $70,800.

See Part IV, Table 22

WICHE REGION

Research and Development Expenditures by Revenue Source, Public Institutions, Federal, FY1994



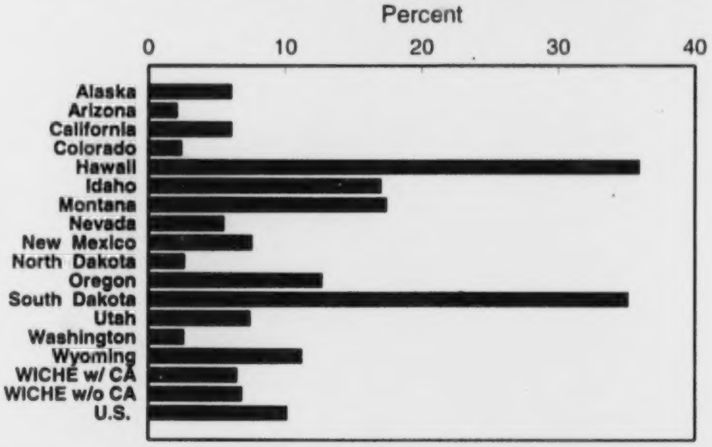
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 38

Federal sources accounted for almost 63 percent of research and development expenditures in the western states in FY94.

See Part IV, Table 23

Research and Development Expenditures by Revenue Source, Public Institutions, State, FY1994



Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

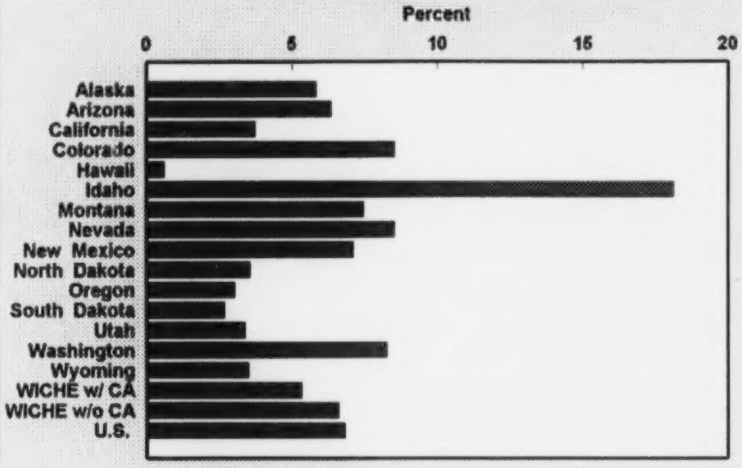
Indicator 39

State sources were responsible for 6.5 percent of regional R&D expenditures in FY 94.

See Part IV, Table 23

WICHE REGION

Research and Development Expenditures by Revenue Source, Public Institutions, Industry, FY1994



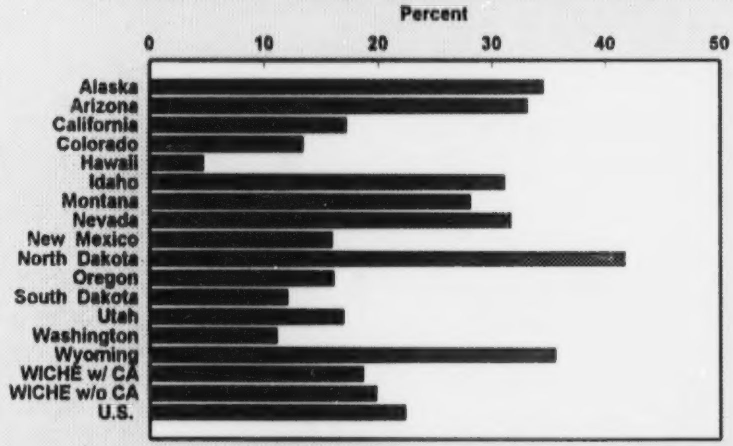
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 40

Industry investments represented 5.3 percent of regional R&D expenditures in FY94.

See Part IV, Table 23

Research and Development Expenditures by Revenue Source, Public Institutions, Institution, FY1994



Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 41

Institutional sources accounted for 18.7 percent of regional R&D expenditures in FY94.

See Part IV, Table 23

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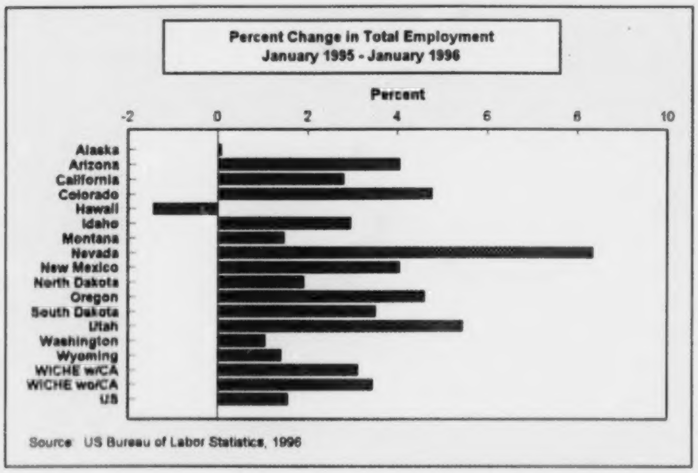
WICHE REGION



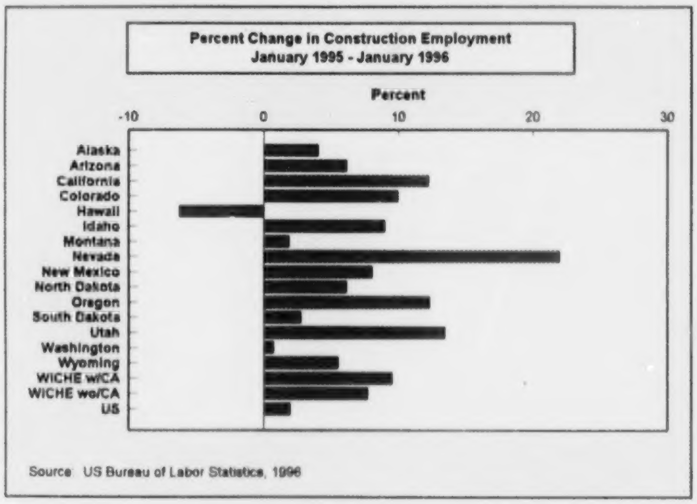
Percent Change in Total Employment
January 1995 - January 1996

Source: US Bureau of Labor Statistics, 1996

Indicator 42

Fourteen WICHE states had increases in total employment in 1995 ranging from +1 percent in Washington to +8.3 percent in Nevada.

See Part IV, Table 24



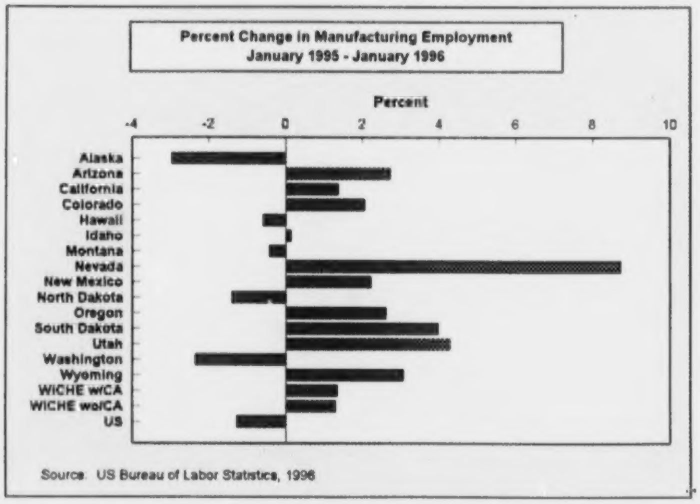
Percent Change in Construction Employment
January 1995 - January 1996

Source: US Bureau of Labor Statistics, 1996

Indicator 43

The changes in construction employment in 1995 among WICHE states ranged from -6.3 percent in Hawaii to +22 percent in Nevada.

See Part IV, Table 24



Percent Change in Manufacturing Employment
January 1995 - January 1996

Source: US Bureau of Labor Statistics, 1996

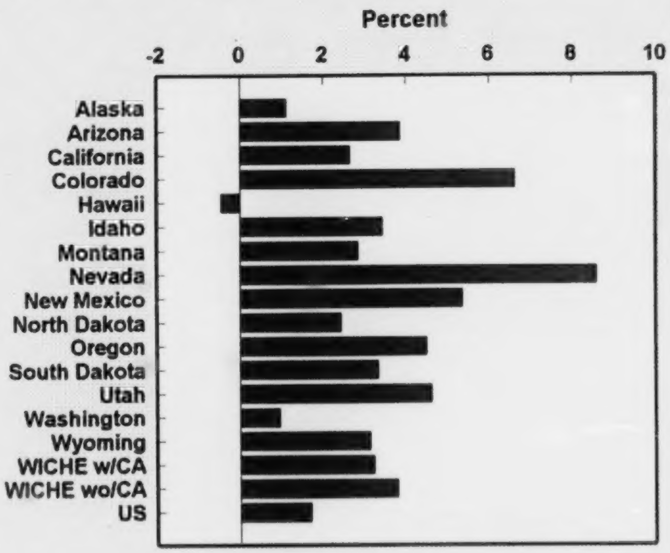
Indicator 44

Employment in manufacturing has been declining nationally, but is increasing in most WICHE states. In WICHE states, however, increases in manufacturing employment during 1995 ranged from +.1 percent in Idaho to +8.7 percent in Nevada.

See Part IV, Table 24

WICHE REGION

Percent Change in Retail/Wholesale Trade Employment January 1995 - January 1996



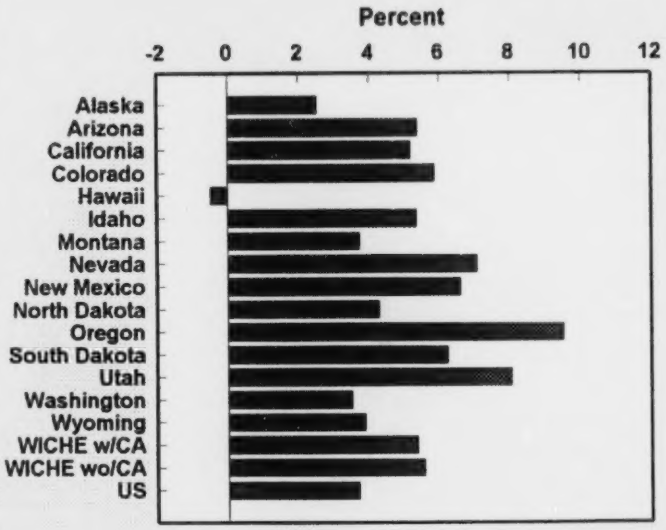
Source: U.S. Dept. of Labor, Bureau of Labor Statistics, 1996.

Indicator 45

Employment in the wholesale and retail trade industries increased in every WICHE state in 1995 except Hawaii which experienced a -.4 percent decline.

See Part IV, Table 24

Percent Change in Services Employment January 1995 - January 1996



Source: U.S. Dept. of Labor, Bureau of Labor Statistics, 1996.

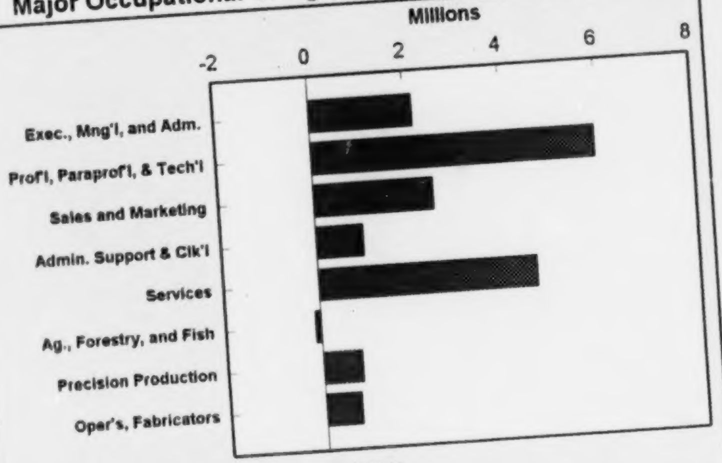
Indicator 46

Twelve WICHE states had larger gains in employment in service industries during 1995 than the nation as a whole. The changes in WICHE states ranged from -.5 percent in Hawaii to +9.5 percent in Oregon.

See Part IV, Table 24

WICHE REGION

Projected Numerical Change in Employment in Major Occupational Categories Nationally, 1994 - 2005



*Note: See Table for complete category names

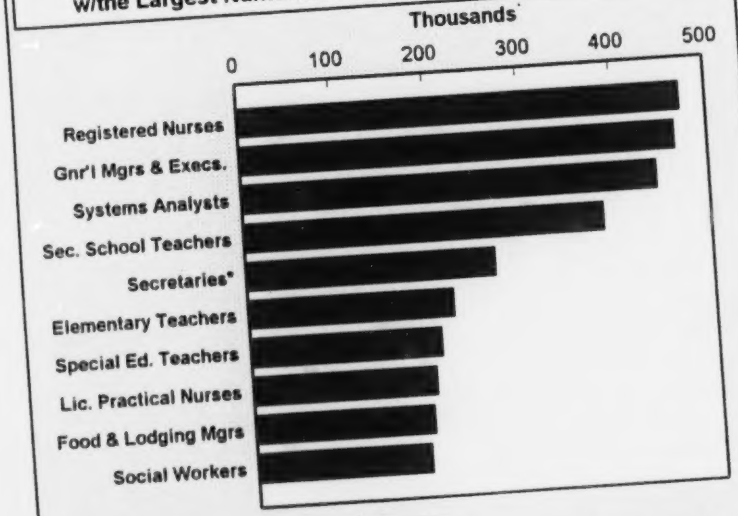
Source: US Department of Labor, Bureau of Labor Statistics (1995), Employment Outlook, 1994-2005, Job Quality and Other Aspects of Projected Employment Growth.

Indicator 47

Professional, Paraprofessional, and Technician occupations, which often require postsecondary education, are projected to account for about 34 percent of total employment growth in the nation between 1994 and 2005. Service occupations, which often require no more than a high school education, will account for another 26 percent.

See Part IV, Table 26

10 Occupations Requiring Postsecondary Education w/the Largest Numerical Growth Nationally, 1994 - 2005



*See Table 28 for complete occupational names.

Source: US Department of Labor, Bureau of Labor Statistics (1995), Employment Outlook, 1994-2005, Job Quality and Other Aspects of Projected Employment Growth.

Indicator 48

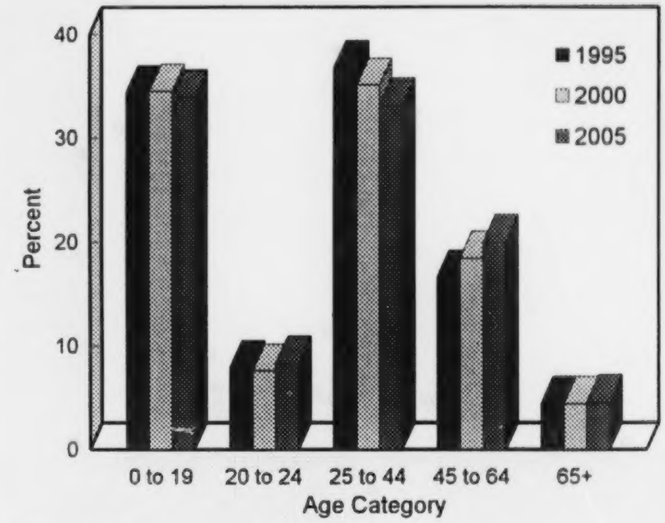
Nationally, job growth in occupations requiring postsecondary education is expected to be concentrated in a few fields: health care, business management and finance, computers and electronics, and elementary-secondary education.

See Part IV, Table 28

Part II:
State Indicators

ALASKA

Percent of Total Population by Age Category 1995, 2000, 2005



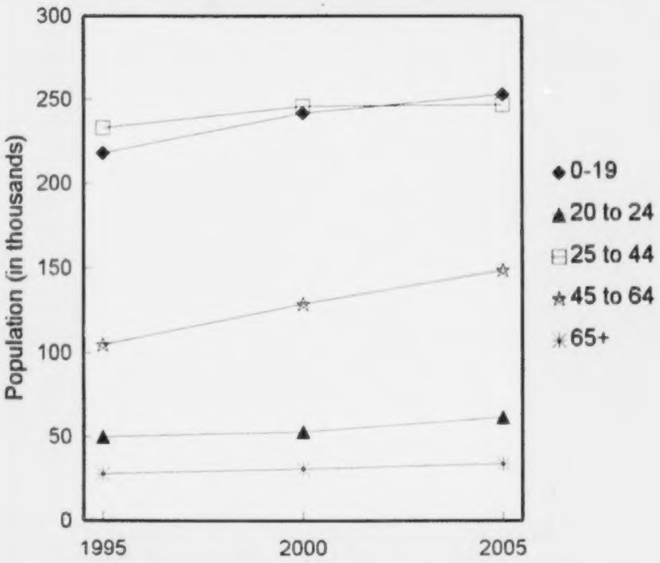
Source: US Bureau of the Census, 1994

Indicator 1

By 2005, 8.3 percent of Alaska residents will fall in the traditional college age group (20-24 years of age) compared to 7.9 percent in 1995.

See Part IV, Table 1

Projected Change in Population by Age Category 1995, 2000, 2005



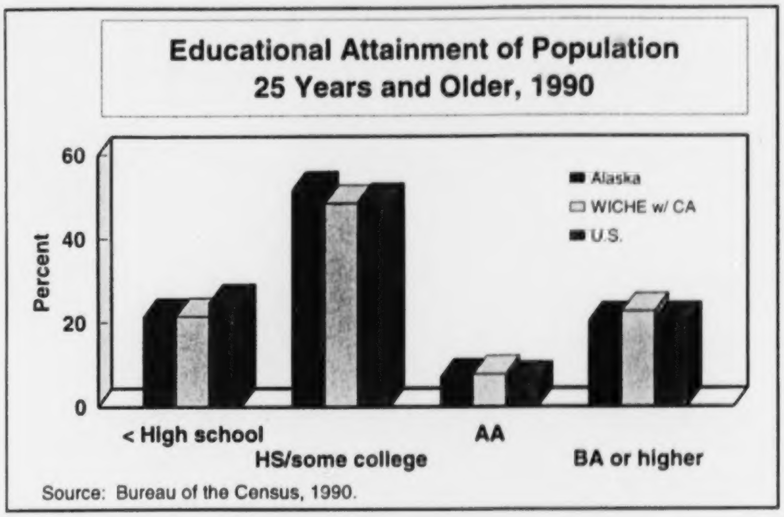
Source: US Bureau of Census, 1994

Indicator 2

The largest projected change (42 percent or 44,000 people) in Alaska's population will occur in the 45-to-64-year-old age group.

See Part IV, Table 1

ALASKA



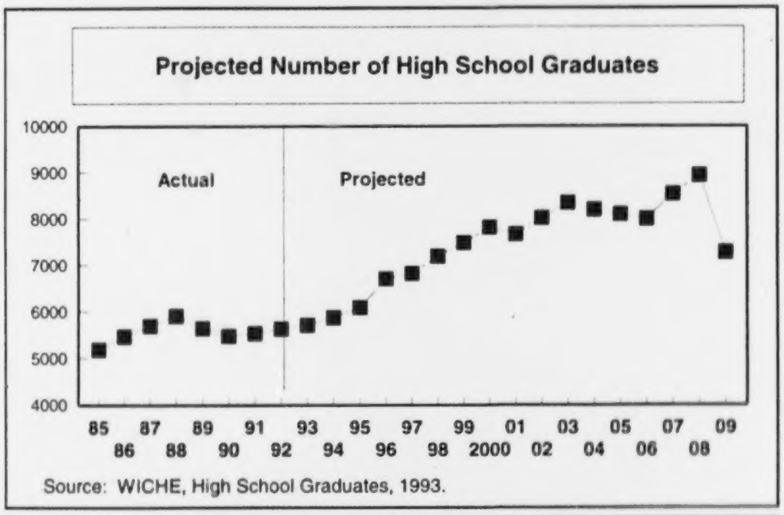
Educational Attainment of Population 25 Years and Older, 1990

Source: Bureau of the Census, 1990.

Indicator 3

On average, Alaska residents over age 25 tend to have more postsecondary education than people in this age group nationally.

See Part IV, Table 2



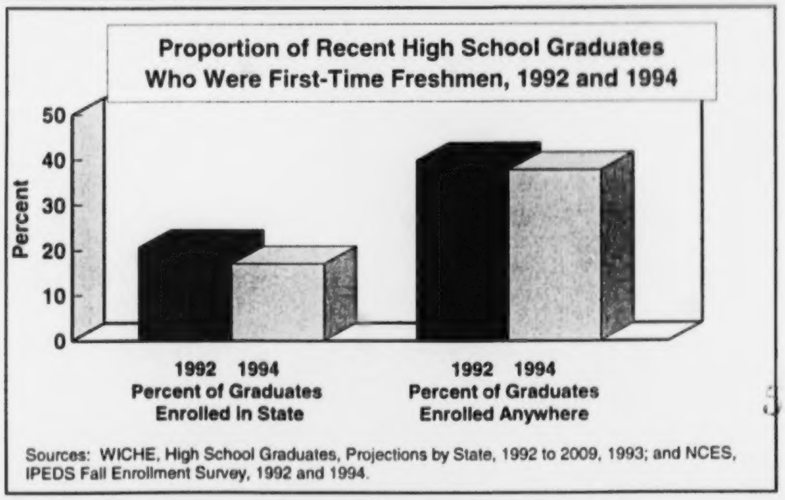
Projected Number of High School Graduates

Source: WICHE, High School Graduates, 1993.

Indicator 4

Projections indicate that Alaska will have 1,292 or 19 percent more high school graduates in 2005-06 than in 1995-96.

See Part IV, Table 3



Proportion of Recent High School Graduates Who Were First-Time Freshmen, 1992 and 1994

Sources: WICHE, High School Graduates, Projections by State, 1992 to 2009, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992 and 1994.

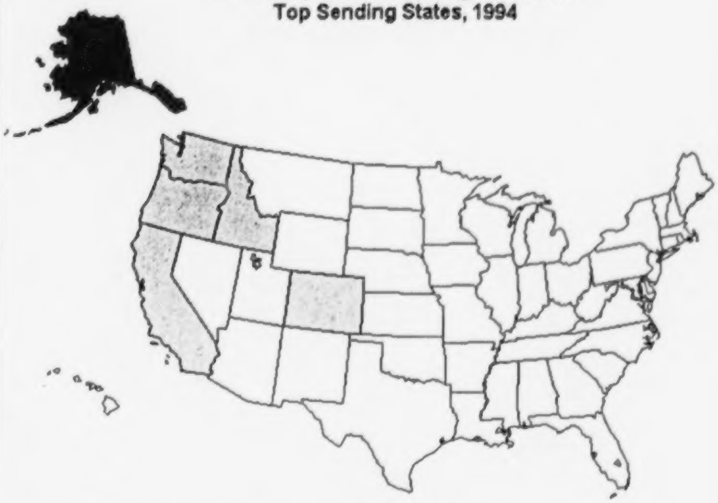
Indicator 5

The proportion of recent high school graduates that enrolled in Alaska declined between 1992 and 1994, and the proportion that enrolled anywhere also declined.

See Part IV, Table 4

ALASKA

In-Migrants Alaska:
First-Time, First-Year College Students*
Top Sending States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

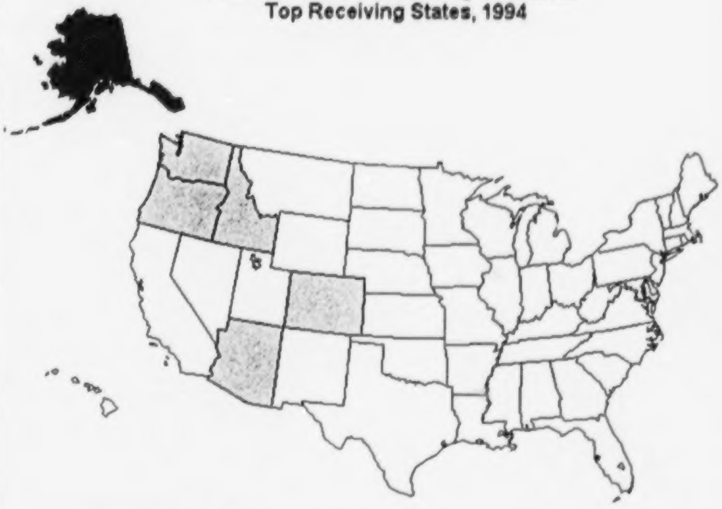
Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

Indicator 6

More than 15 percent of the first-time freshmen enrolled in Alaska in 1994 were nonresidents. Of these, 35 percent came from five states: California, Colorado, Idaho, Oregon, and Washington.

See Part IV, Table 5

Out-Migrants Alaska:
First-Time, First-Year College Students*
Top Receiving States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

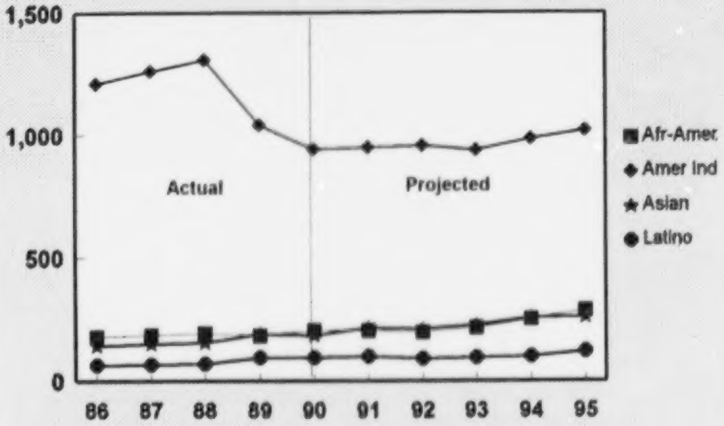
Indicator 7

Approximately 50 percent of the Alaska residents who were enrolled as first-time freshmen in 1994 were enrolled out-of-state.

See Part IV, Table 5

ALASKA

Trends in the Number of High School Graduates by Race/Ethnicity, 1985-86 through 1994-95



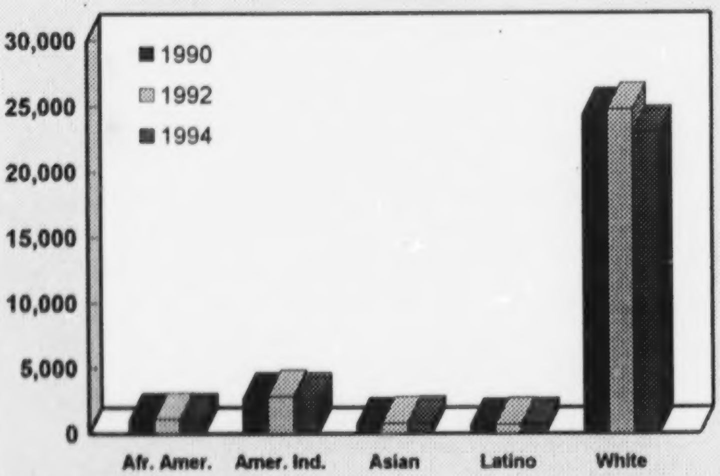
Source: WICHE, The Road to College: Educational Progress by Race and Ethnicity, 1991.

Indicator 8

With the exception of American Indians, the number of high school graduates was projected to increase for other racial/ethnic groups.

See Part IV, Table 6

College Enrollment by Race and Ethnicity Fall 1990, 1992, and 1994



Source: National Center for Education Statistcs, Integrated Postsecondary Data System, Fall Enrollment survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

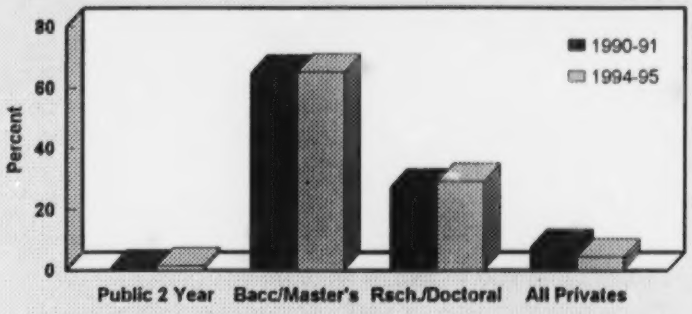
Indicator 9

The number of African-American, Asian, and Latino students in Alaska's colleges and universities increased between 1992 and 1994.

See Part IV, Table 7

ALASKA

Undergraduate FTE Enrollments in Institutions of Higher Education by Sector, 1990-91 and 1994-95



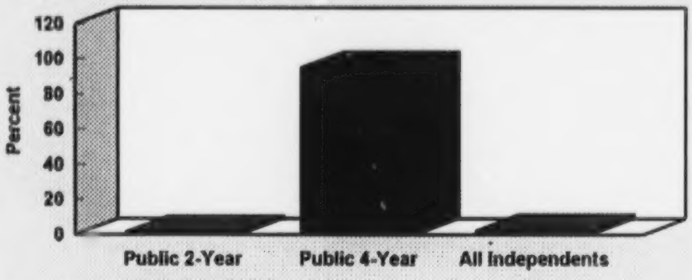
Sources: National Center for Education Statistics, IPEDS Fall Enrollment Survey, 1990 and 1994.

Indicator 10

Public research/doctoral institutions increased their enrollment share between 1990 and 1994 while independent institutions lost shares.

See Part IV, Table 9

Undergraduate FTE Enrollments in Institutions of Higher Education By Sector, 1995-96--Unaudited



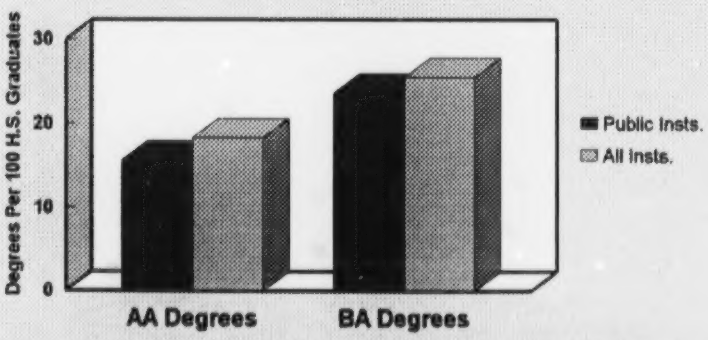
Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data suggest that the independent sector continued to lose enrollment shares.

See Part IV, Table 8

Degree Production Per 100 High School Graduates 1993-94



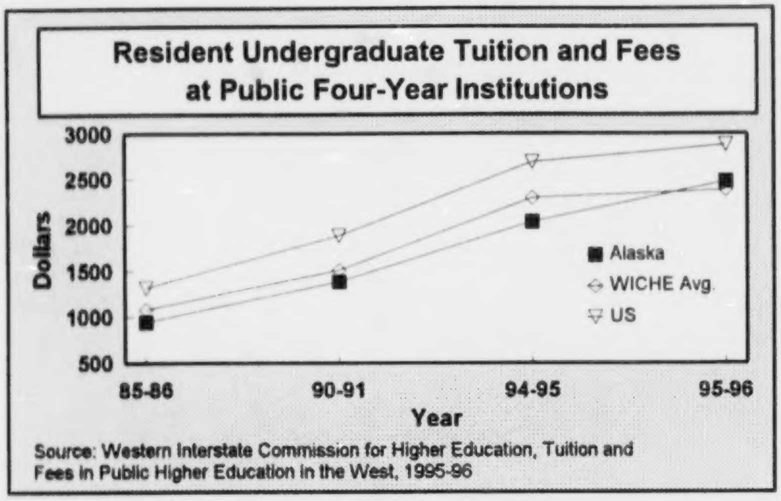
Sources: WICHE, High School Graduates, Projections by State 1992-2009; National Center for Education Statistics, IPEDS Completions Survey, 1993.

Indicator 12

The state's public institutions produced about 24 baccalaureate degrees in 1994 for every 100 1990 high school graduates.

See Part IV, Table 10

ALASKA

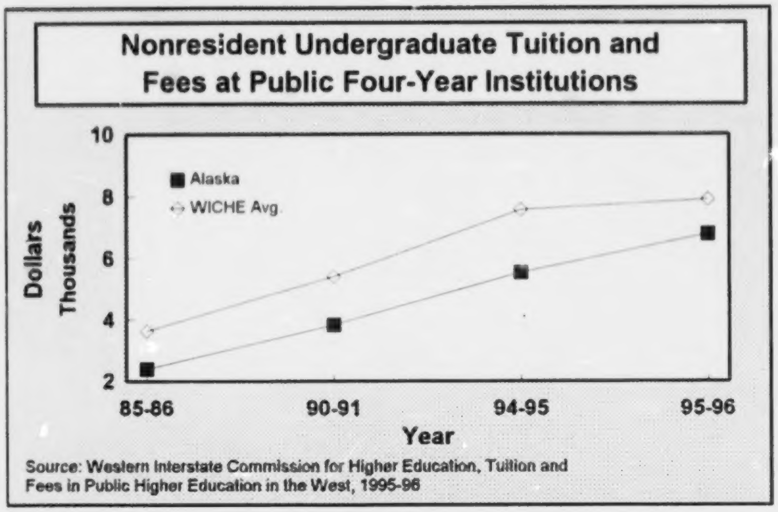


Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 13

Alaska's resident undergraduate tuition and fees at public four-year institutions increased somewhat more than the regional increase between 1990 and 1995 and are now slightly higher than the regional average.

See Part IV, Table 11

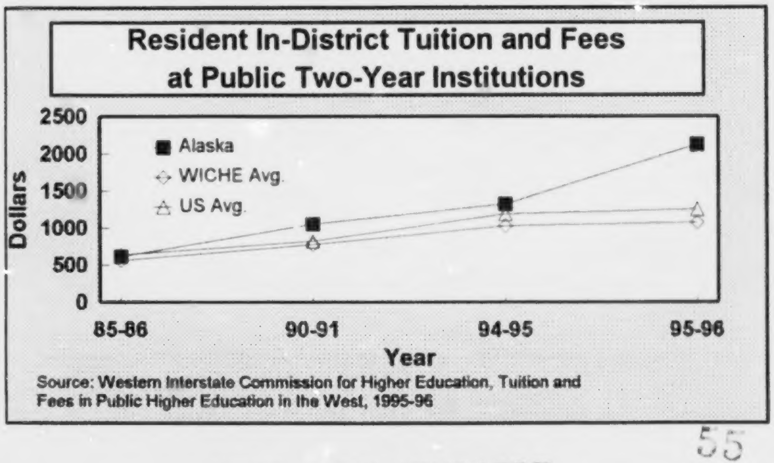


Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 14

Nonresident undergraduate tuition and fees increased by 77.5 percent between 1990 and 1995.

See Part IV, Table 11



Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

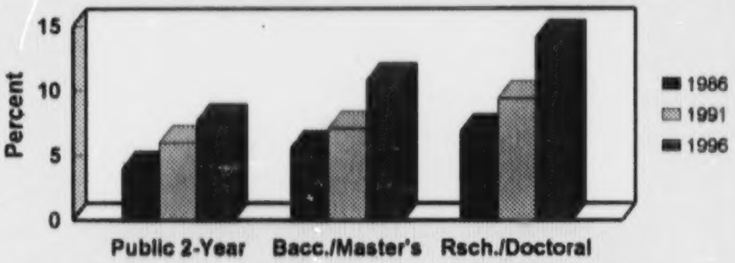
Indicator 15

Tuition and fees at Alaska's two-year colleges doubled between 1990 and 1995.

See Part IV, Table 12

ALASKA

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

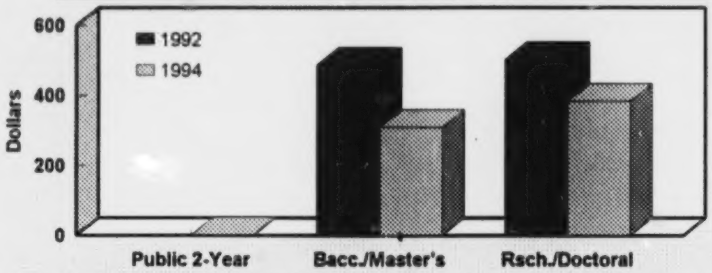
Indicator 16

Between 1986 and 1996, the portion of per capita disposable income dedicated to tuition and fees almost doubled for students at public institutions.

See Part IV, Table 13

Revised 4/10/97

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



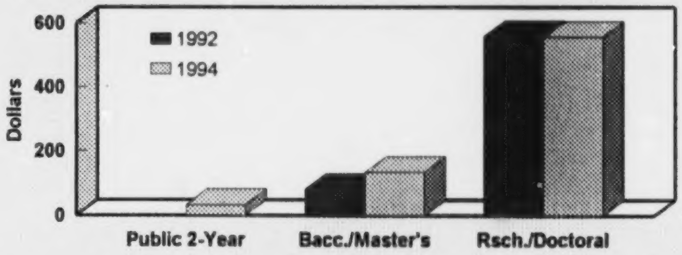
Note: Prince William Sound Community College did not report any restricted scholarship and fellowship funds for Fiscal Year 1992.
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted financial aid per FTE undergraduate student declined at public institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

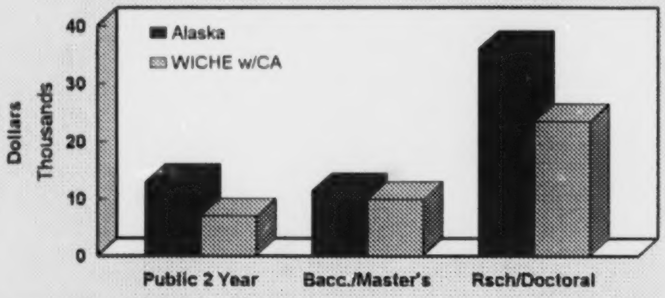
Indicator 18

Baccalaureate/master's institutions allocated a larger amount of unrestricted financial aid per FTE student in 1994 than in 1992.

See Part IV, Table 15

ALASKA

Education and General Expenditures Per FTE Student, Fiscal Year 1994



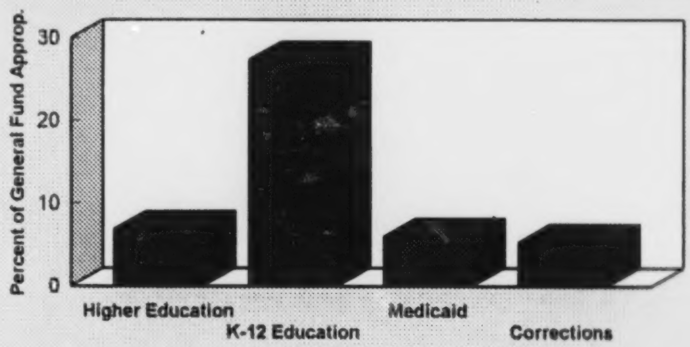
Source: National Center for Educational Statistics, IPEDS Finance Surveys, Fiscal Year 1994; and Fall Enrollment Survey, 1993-94.

Indicator 19

In FY94, Alaska's public colleges and universities expended more on average per undergraduate FTE than the regional average.

See Part IV, Table 19

State Approp. to Higher Education, K-12 Education, Medicaid, and Corrections as a Percent of Total Appropriations, FY1996



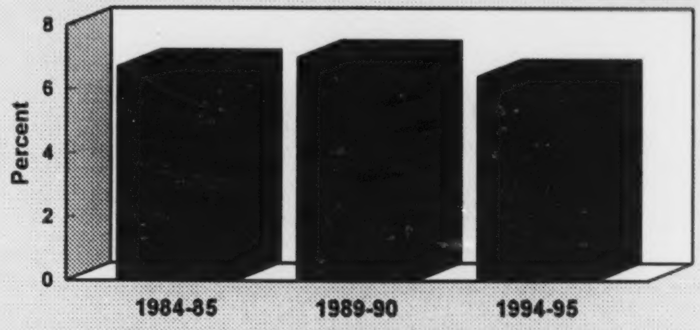
Source: National Conference of State Legislatures, State Budget Action, 1995.

Indicator 20

In FY96, higher education received about 6.9 percent of state appropriations in Alaska.

See Part IV, Table 20

State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95



Source: Research Associates of Washington, State Profiles: Financing Public Higher Education, October 1994 and October 1995.

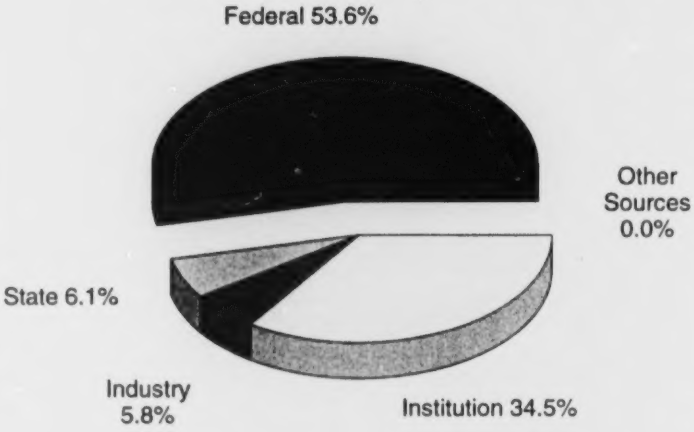
Indicator 21

In the five-year period 1989 to 1994, higher education's share of state appropriations in Alaska declined from 7 to 6.4 percent.

See Part IV, Table 21

ALASKA

Research and Development Expenditures by Revenue Source, Public Institutions, 1994



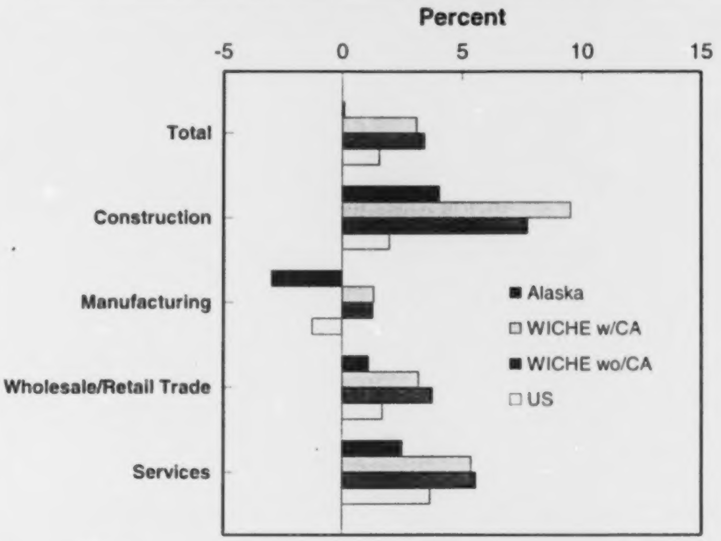
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 22

In FY94, 53.6 percent of R&D expenditures came from federal sources and another 6.1 percent came from the state.

See Part IV, Table 23

Employment Changes in Selected Industry Sectors January 1995 - January 1996



Source: US Bureau of Labor Statistics, 1996

Indicator 23

Though Alaska posted gains in employment for most industry sectors during 1995, the gains were smaller than those for the region and the nation as a whole.

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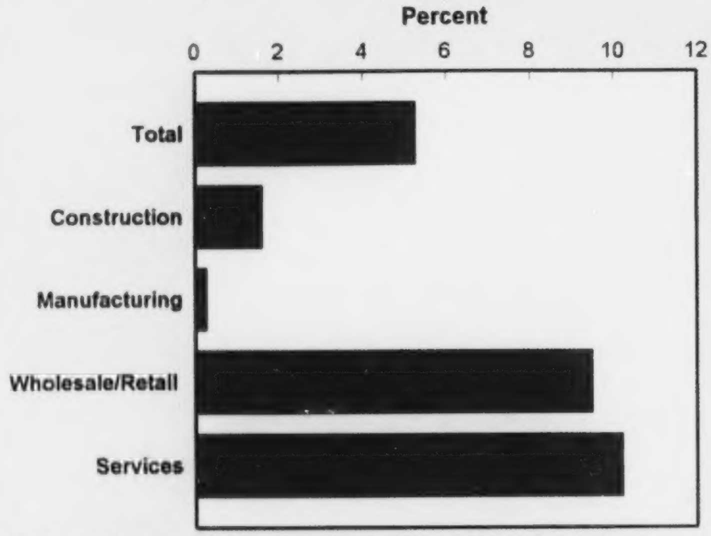
See Part IV, Table 24

ALASKA

Projected Change in Employment in Selected Industry Sectors, 1994 - 1999



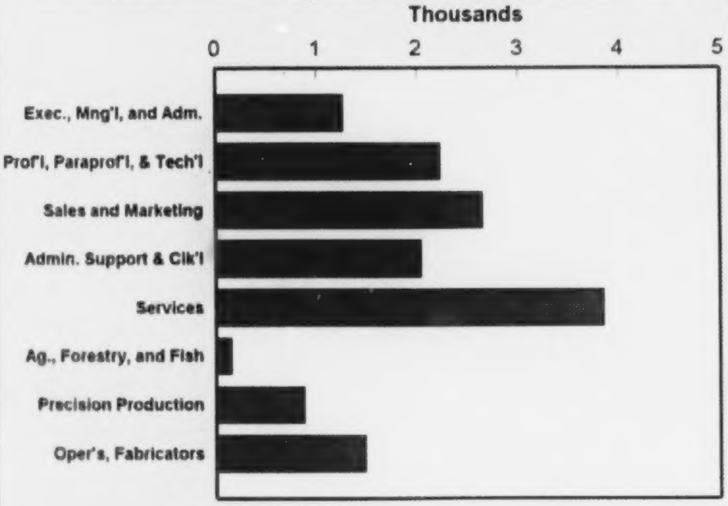
Source: Unpublished data from the Alaska Department of Labor, Research and Analysis Section

Indicator 24

The projected growth in employment in Alaska between 1994 and 1999 will range from .3 percent in manufacturing to 10.2 percent in services.

See Part IV, Table 25

Projected Numerical Change in Employment in Major Occupational Categories, 1994 - 1999



*Note: See Table 26 for complete category names
Source: Unpublished data from the Alaska Department of Labor, Research and Analysis Section

Indicator 25

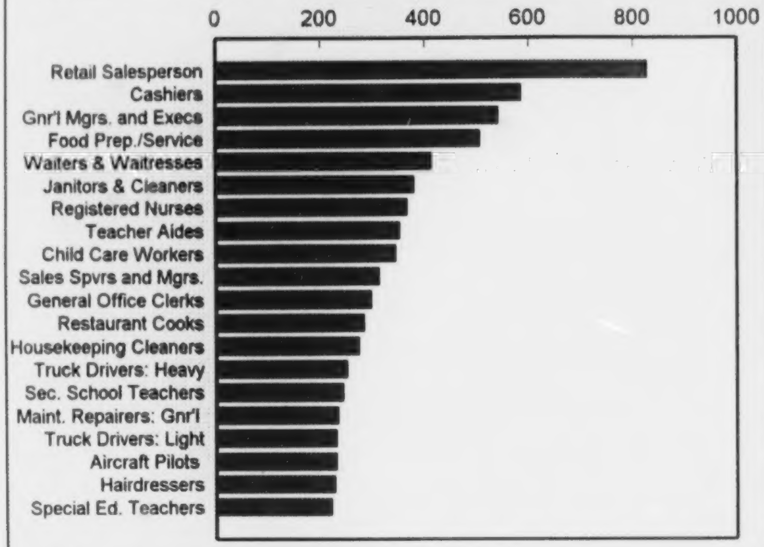
Professional, Paraprofessional, and Technician occupations, which often require postsecondary education, are projected to account for about 15 percent of total employment growth in Alaska between 1994 and 1999. Service occupations, which often require no more than a high school education, will account for another 26 percent.

59

See Part IV, Table 26

ALASKA

20 Occupations Projected to Have the Largest Numerical Growth, 1994 - 1999



See Table 27 for complete occupational names.

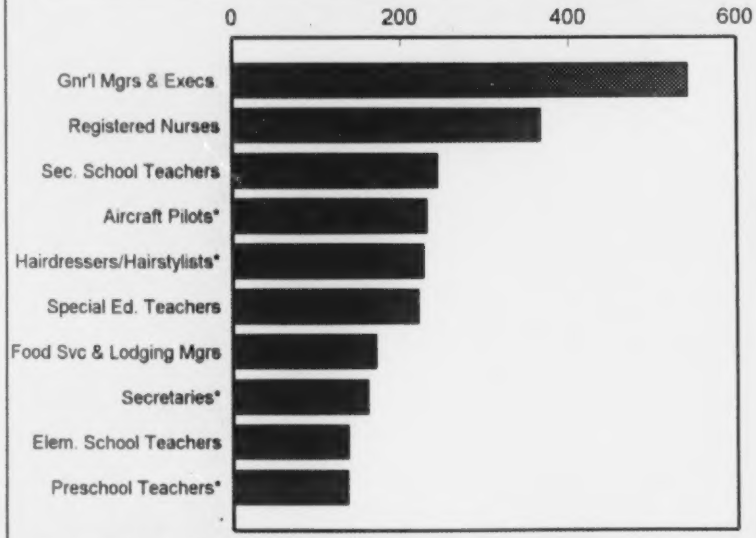
Source: Unpublished data from the Alaska Department of Labor, Research and Analysis Section

Indicator 26

These 20 occupations are projected to account for 49 percent of total employment growth in Alaska between 1994 and 1999.

See Part IV, Table 27

10 Occupations Requiring Postsecondary Education with the Largest Numerical Growth, 1994 - 1999



*See Table 28 for complete occupational names.

Source: Unpublished data from the Alaska Department of Labor, Research and Analysis Section

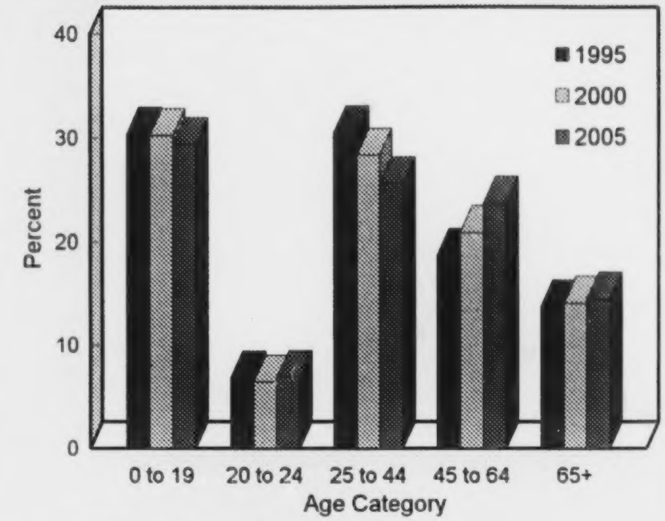
Indicator 27

Alaska's extensive air transportation system is expected to create a unique demand for more aircraft pilots and flight engineers.

See Part IV, Table 28

ARIZONA

Percent of Total Population by Age Category 1995, 2000, 2005



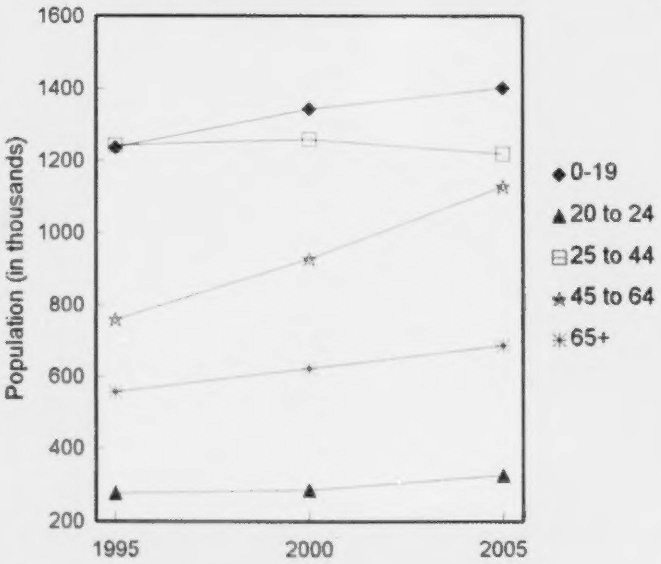
Source: US Bureau of the Census, 1994

Indicator 1

By 2005, 6.9 percent of Arizona residents will fall in the traditional college age group (20-24 years of age) compared to 6.8 percent in 1995.

See Part IV, Table 1

Projected Change in Population by Age Category 1995, 2000, 2005



Source: US Bureau of Census, 1994

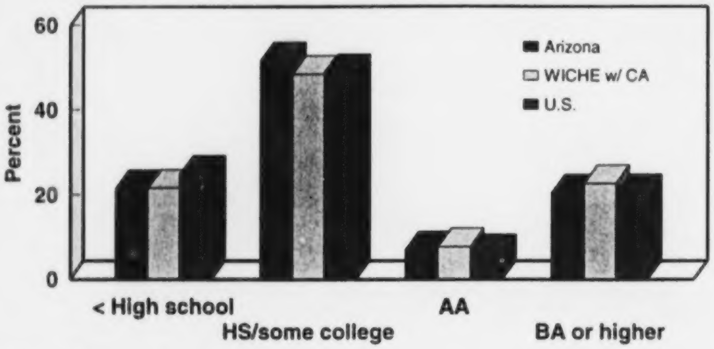
Indicator 2

The largest projected change (49 percent or 370,000 people) in Arizona's population will occur in the 45-to-64-year-old age group.

See Part IV, Table 1

ARIZONA

Educational Attainment of Population 25 Years and Older, 1990



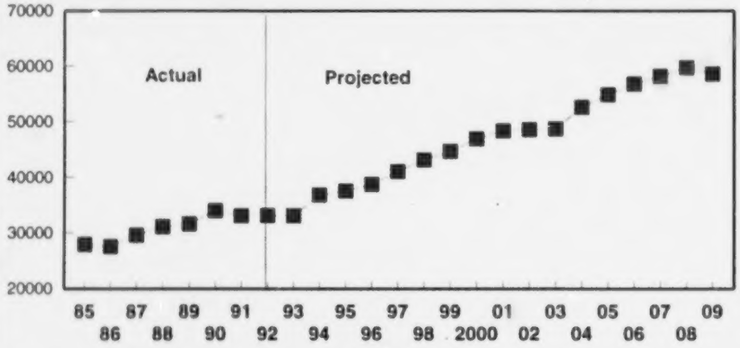
Source: Bureau of the Census, 1990.

Indicator 3

On average, Arizona residents over age 25 tend to have comparable postsecondary education to people in this age group nationally.

See Part IV, Table 2

Projected Number of High School Graduates



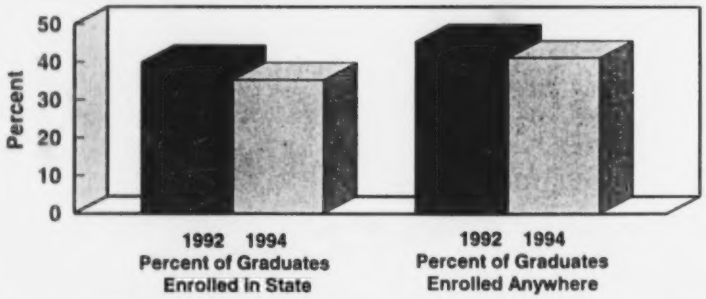
Source: WICHE, High School Graduates, 1993.

Indicator 4

Projections indicate that Arizona will have 18,110 or 47 percent more high school graduates in 2005-06 than in 1995-96.

See Part IV, Table 3

Proportion of Recent High School Graduates Who Were First-Time Freshmen, 1992 and 1994



Sources: WICHE, High School Graduates, Projections by State, 1992 to 2009, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992 and 1994.

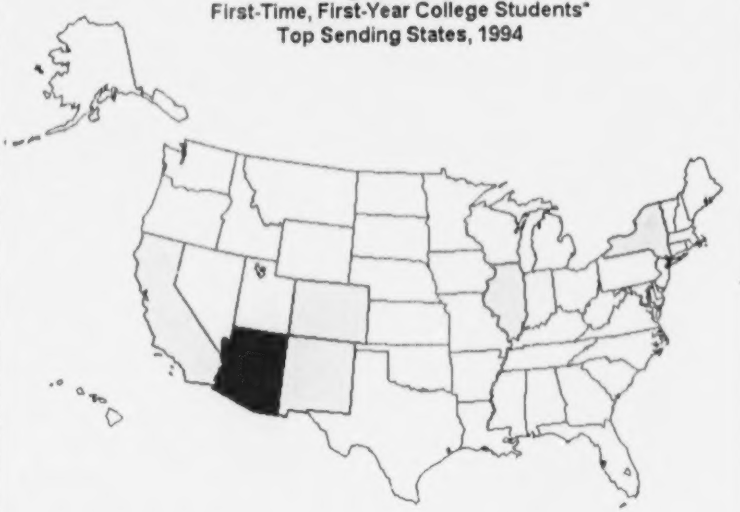
Indicator 5

The proportion of recent high school graduates that enrolled in Arizona declined between 1992 and 1994, and the proportion that enrolled anywhere declined.

See Part IV, Table 4

ARIZONA

In-Migrants Arizona:
First-Time, First-Year College Students*
Top Sending States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

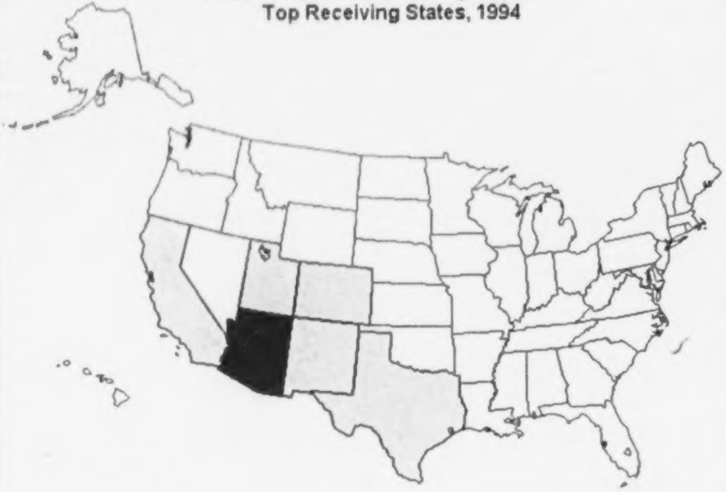
Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

Indicator 6

Nearly 20 percent of the first-time freshmen enrolled in Arizona in 1994 were nonresidents. Of these 35 percent came from five states: California, Colorado, Illinois, New Mexico, and New York.

See Part IV, Table 5

Out-Migrants Arizona:
First-Time, First-Year College Students*
Top Receiving States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

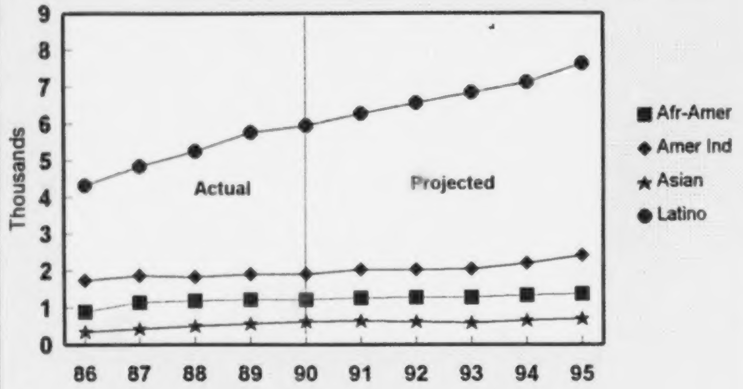
Indicator 7

Nine percent of the Arizona residents who enrolled as first-time freshmen in 1994, were enrolled out-of-state.

See Part IV, Table 5

ARIZONA

Trends in the Number of High School Graduates by Race/Ethnicity, 1985-86 through 1994-95



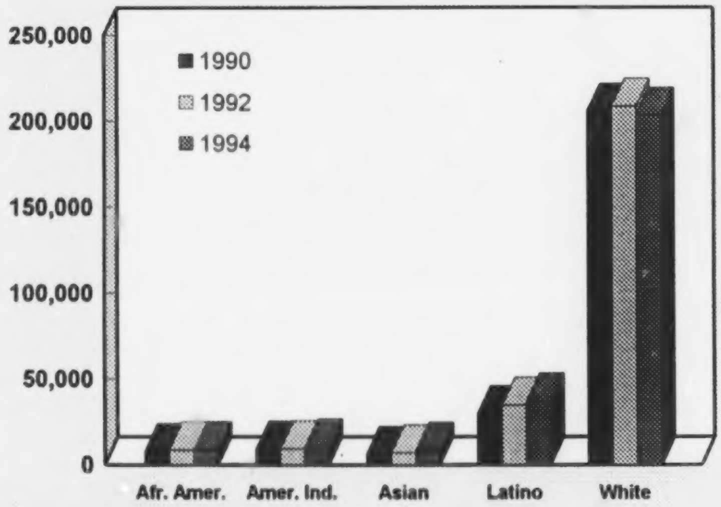
Source: WICHE, The Road to College: Educational Progress by Race and Ethnicity, 1991.

Indicator 8

Among racial/ethnic groups, the increase in the number of Latino high school graduates was projected to be particularly high between 1985 and 1994.

See Part IV, Table 6

College Enrollment by Race and Ethnicity Fall 1990, 1992, and 1994



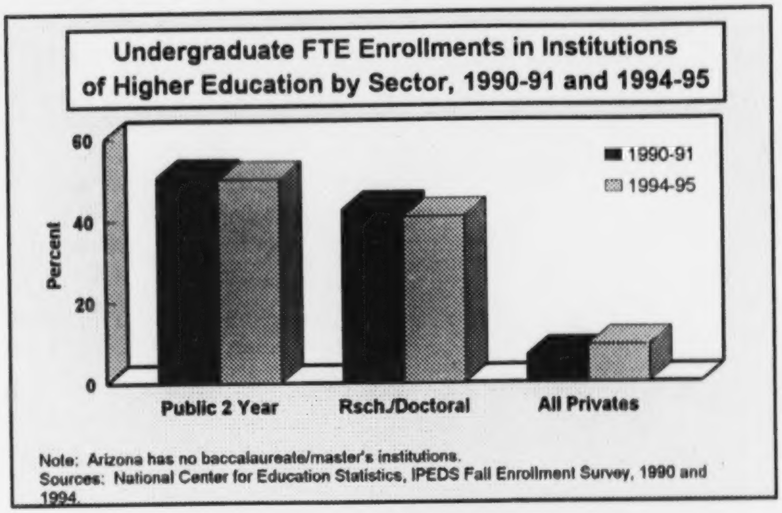
Source: National Center for Education Statistcs, Integrated Postsecondary Data System, Fall Enrollment survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

Indicator 9

Four of the five major racial/ethnic groups continued seeing increased enrollments in Arizona between 1992 and 1994.

See Part IV, Table 7

ARIZONA



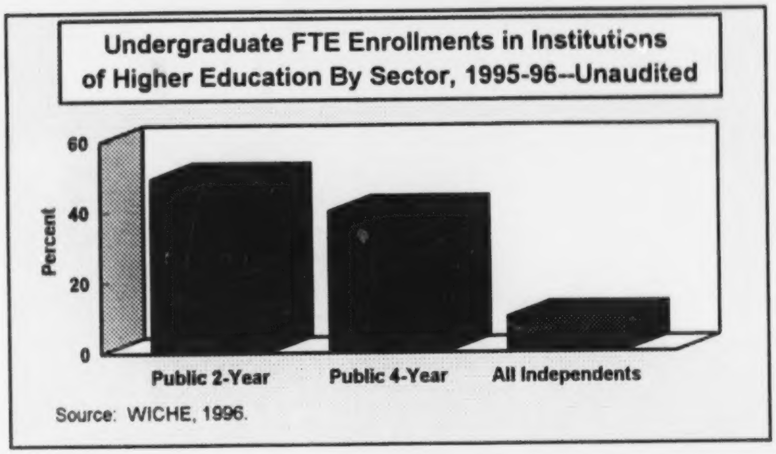
Undergraduate FTE Enrollments in Institutions of Higher Education by Sector, 1990-91 and 1994-95

Note: Arizona has no baccalaureate/master's institutions.
Sources: National Center for Education Statistics, IPEDS Fall Enrollment Survey, 1990 and 1994.

Indicator 10

Independent institutions increased their enrollment share between 1990 and 1994 while public institutions lost shares.

See Part IV, Table 9



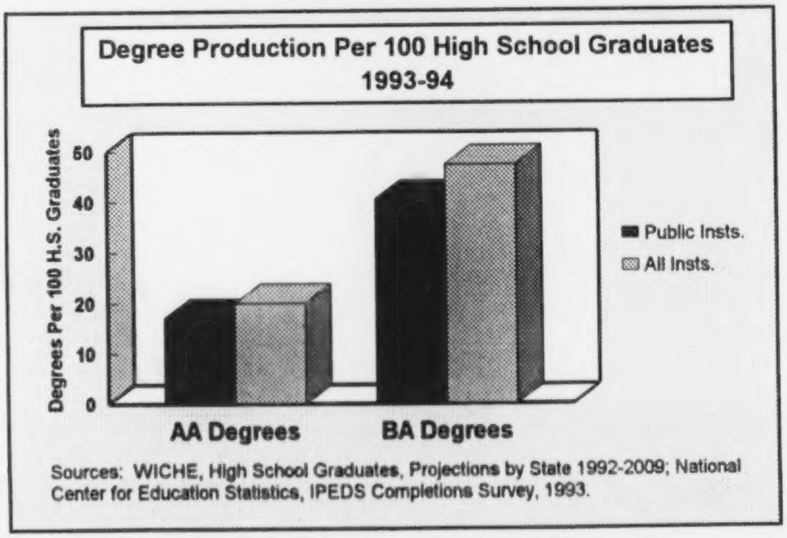
Undergraduate FTE Enrollments in Institutions of Higher Education By Sector, 1995-96--Unaudited

Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data suggest that independent institutions will continue to gain enrollment shares.

See Part IV, Table 8



Degree Production Per 100 High School Graduates 1993-94

Sources: WICHE, High School Graduates, Projections by State 1992-2009; National Center for Education Statistics, IPEDS Completions Survey, 1993.

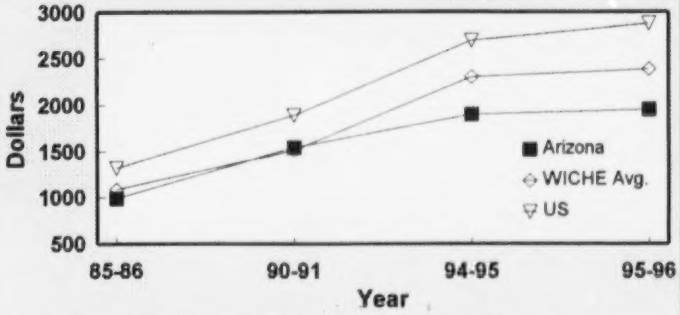
Indicator 12

The state's public institutions produced about 40 baccalaureate degrees in 1994 for every 100 1990 high school graduates.

See Part IV, Table 10

ARIZONA

Resident Undergraduate Tuition and Fees at Public Four-Year Institutions



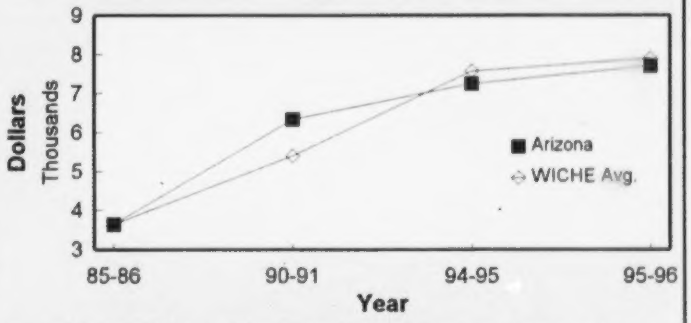
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 13

Arizona's resident undergraduate tuition and fees at public four-year institutions increased much less than the regional increase between 1990 and 1995 and are well below the regional average.

See Part IV, Table 11

Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions



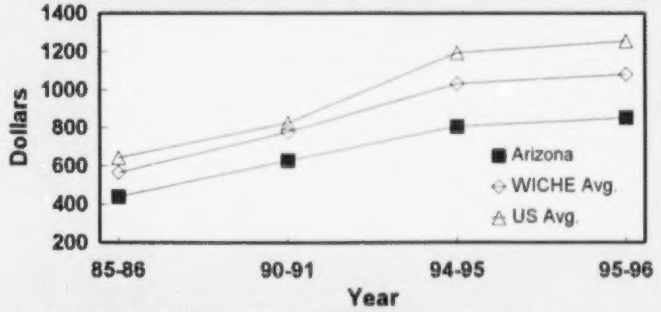
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 14

Nonresident undergraduate tuition and fees increased by 21.6 percent between 1990 and 1995.

See Part IV, Table 11

Resident In-District Tuition and Fees at Public Two-Year Institutions



Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

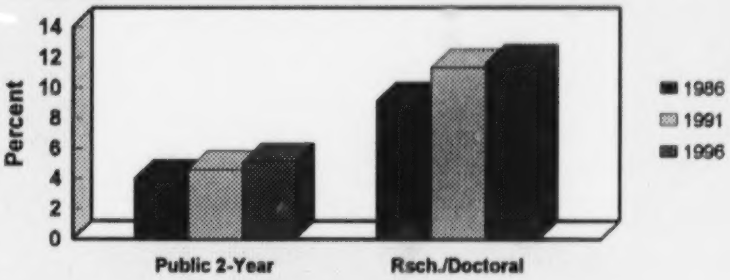
Indicator 15

Tuition and fees at Arizona's two-year colleges increased by 36.2 percent between 1990 and 1995.

See Part IV, Table 12

ARIZONA

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



Note: Arizona has no public Baccalaureate/Master's Institutions.
Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

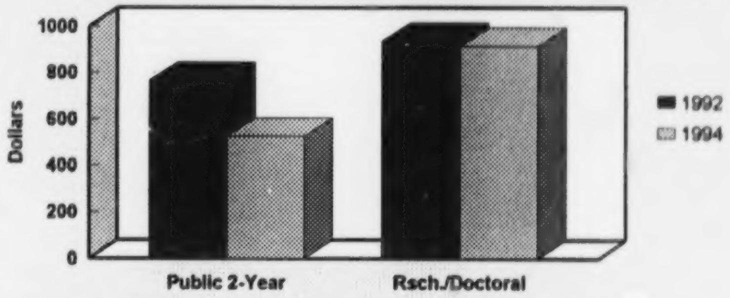
Indicator 16

Between 1986 and 1996, per capita disposable income spent on tuition and fees increased from 4.0 to 5.1 percent for students at two-year institutions and from 9.1 to 11.6 for research/doctoral students.

See Part IV, Table 13

Revised 4/10/97

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



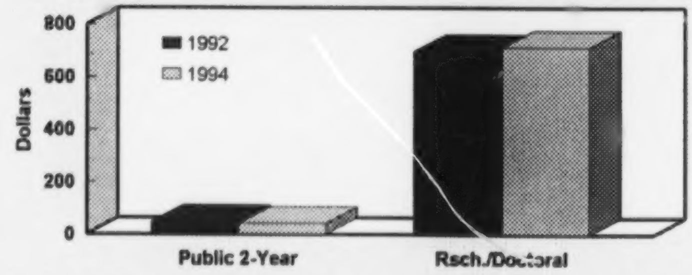
Note: Arizona has no public baccalaureate/master's institutions. Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; an Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted financial aid per FTE undergraduate student declined at public institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

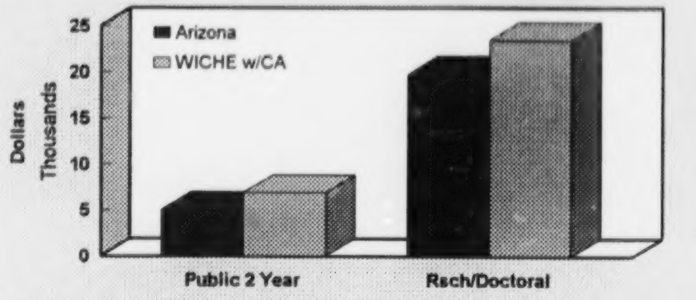
Indicator 18

Research/doctoral institutions allocated a larger amount of unrestricted financial aid per FTE in 1994 than in 1992.

See Part IV, Table 15

ARIZONA

Education and General Expenditures Per FTE Student, Fiscal Year 1994



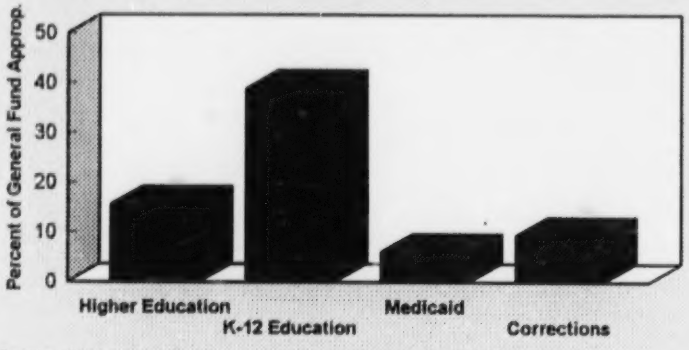
Note: Arizona has no public Baccalaureate/Master's institutions.
Source: National Center for Educational Statistics, IPEDS Finance Surveys, Fiscal Year 1994, and Fall Enrollment Survey, 1993-94.

Indicator 19

In FY94, Arizona's public colleges and universities expended less on average per undergraduate FTE than the regional average.

See Part IV, Table 19

State Approp. to Higher Education, K-12 Education, Medicaid, and Corrections as a Percent of Total Appropriations, FY1996



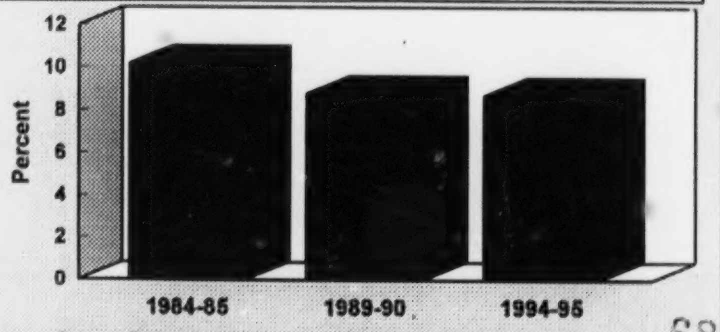
Source: National Conference of State Legislatures, State Budget Action, 1995.

Indicator 20

In FY96, higher education received about 15.6 percent of state appropriations in Arizona.

See Part IV, Table 20

State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95



Source: Research Associates of Washington, State Profiles: Financing Public Higher Education, October 1994 and October 1995.

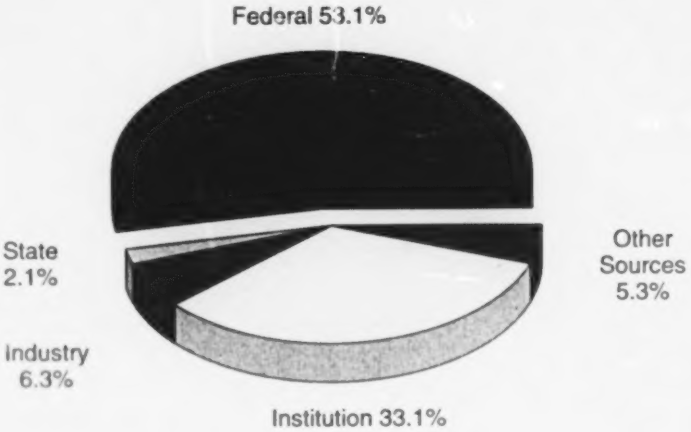
Indicator 21

In the five-year period 1989 to 1994, higher education's share of state appropriations in Arizona remained about level.

See Part IV, Table 21

ARIZONA

Research and Development Expenditures by Revenue Source, Public Institutions, 1994



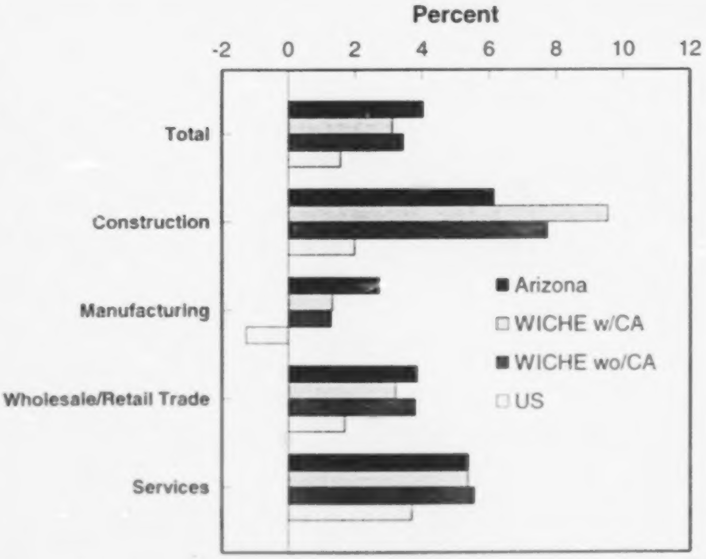
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 22

In FY94, 53.1 percent of R&D expenditures came from federal sources and another 2.1 percent came from the state.

See Part IV, Table 23

Employment Changes in Selected Industry Sectors January 1995 - January 1996



Source: US Bureau of Labor Statistics, 1996

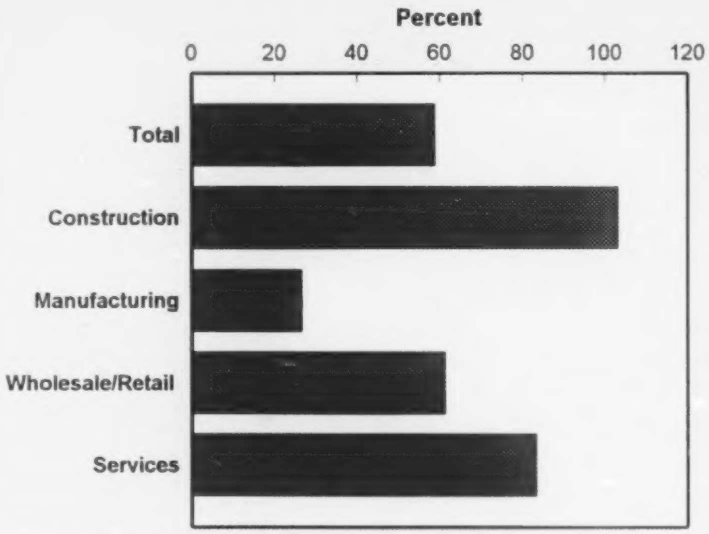
Indicator 23

In 1995 Arizona had increases in employment that exceeded those of the region and nation in most industry sectors.

See Part IV, Table 24

ARIZONA

Projected Change in Employment in Selected Industry Sectors, 1994 - 2005



*Note: See Table for complete category names

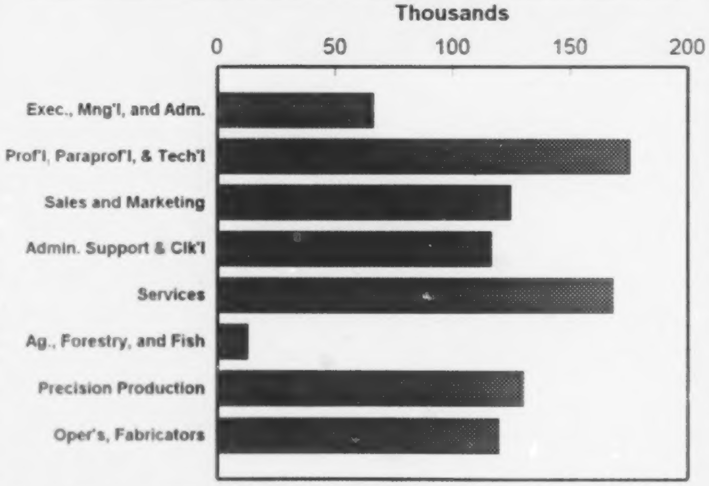
Source: Unpublished data from Arizona Department of Employment Security, Research Administration, 1996

Indicator 24

The projected growth in employment in Arizona between 1994 and 2005 will range from 26.6 percent in manufacturing to 103.2 percent in construction.

See Part IV, Table 25

Projected Numerical Change in Employment in Major Occupational Categories, 1994 - 2005



*Note: See Table 26 for complete category names

Source: Arizona Occupational Employment Forecasts 1994-2005 (1996), Arizona Department of Employment Security, Labor Market Information, Publication 733A

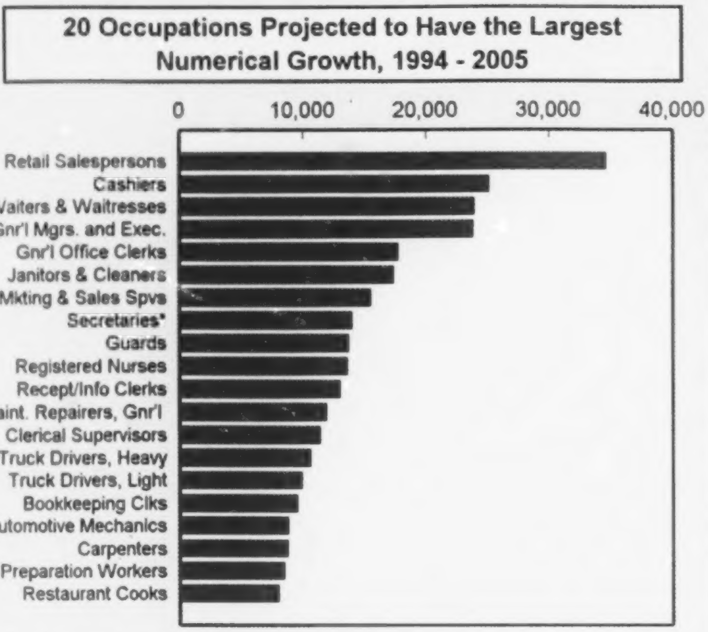
Indicator 25

Professional, Paraprofessional, and Technician occupations, which often require postsecondary education, are projected to account for about 19 percent of total employment growth in Arizona between 1994 and 2005. Service occupations, which often require no more than a high school education, will account for another 18 percent.

70

See Part IV, Table 26

ARIZONA



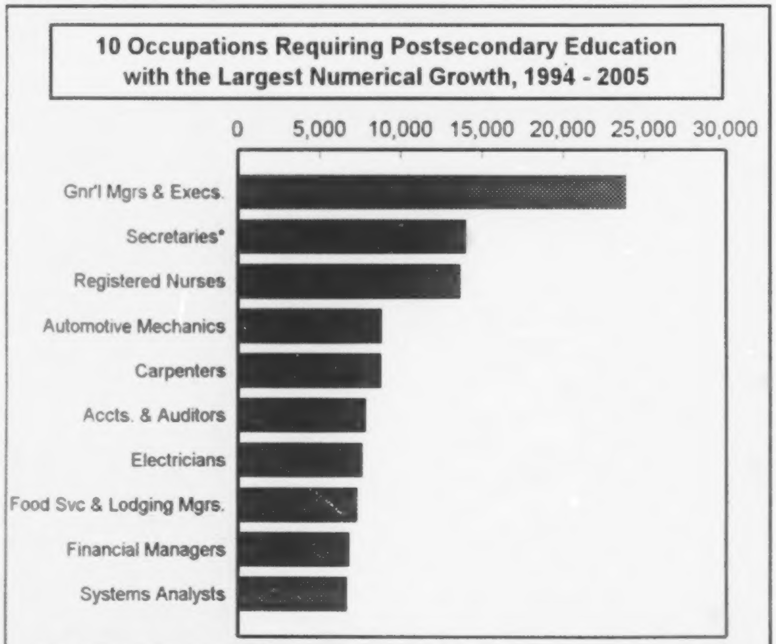
*See Table 27 for complete occupational names.

Source: Arizona Occupational Employment Forecasts 1994-2005 (1996), Arizona Department of Employment Security, Labor Market Information

Indicator 26

These 20 occupations are projected to account for 33 percent of total employment growth in Arizona between 1994 and 2005.

See Part IV, Table 27



*See Table 28 for complete occupational names.

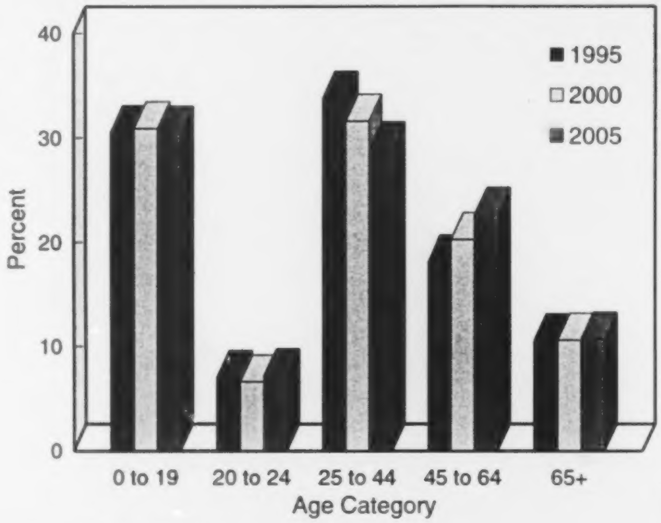
Source: Arizona Department of Employment Security (1996), Arizona Occupational Employment Forecasts 1994-2005, Labor Market Information

Indicator 27

Arizona's population and construction boom is expected to create a need for more carpenters and electricians.

See Part IV, Table 28

CALIFORNIA



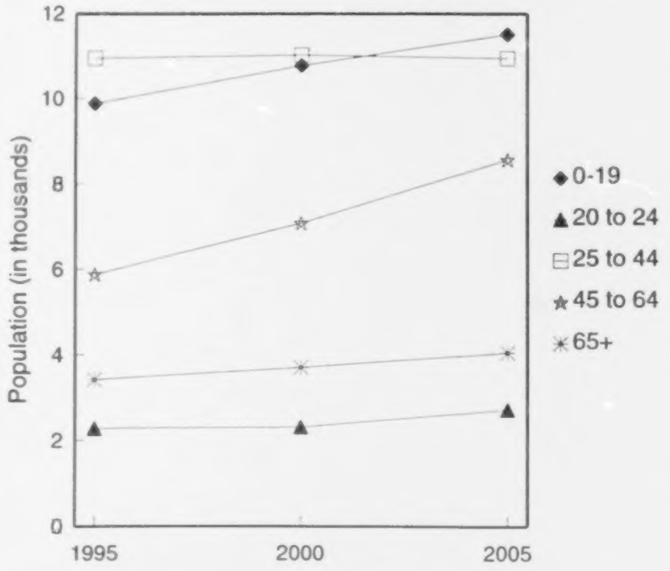
Percent of Total Population by Age Category 1995, 2000, 2005

Source: US Bureau of the Census, 1994

Indicator 1

By 2005, 7.2 percent of California residents will fall in the traditional college age group (20-24 years of age) compared to seven percent in 1995.

See Part IV, Table 1



Projected Change in Population by Age Category 1995, 2000, 2005

Source: US Bureau of Census, 1994

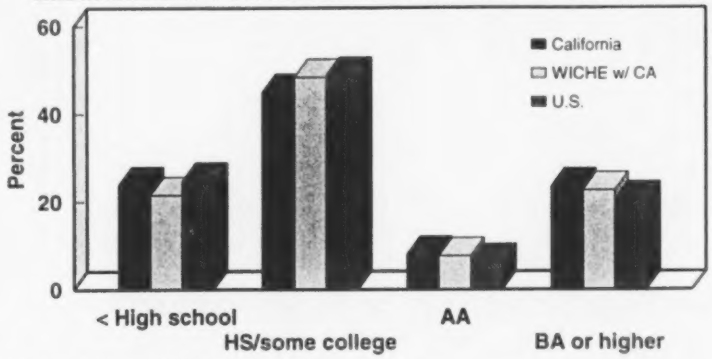
Indicator 2

The largest projected change (46 percent or 2,696,000 people) in California's population will occur in the 45-to-64-year-old age group.

See Part IV, Table 1

CALIFORNIA

Educational Attainment of Population 25 Years and Older, 1990



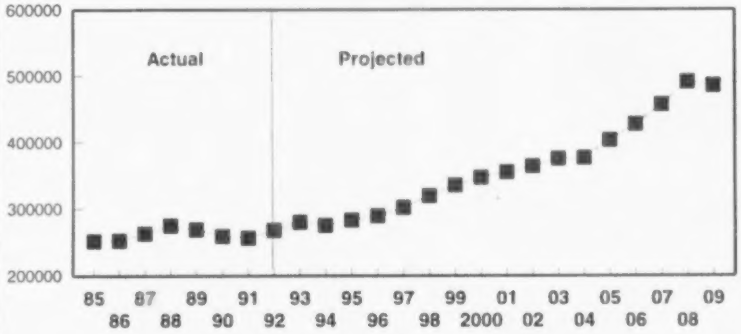
Source: Bureau of the Census, 1990.

Indicator 3

On average, California residents over age 25 tend to have somewhat more postsecondary education than people in this age group nationally.

See Part IV, Table 2

Projected Number of High School Graduates



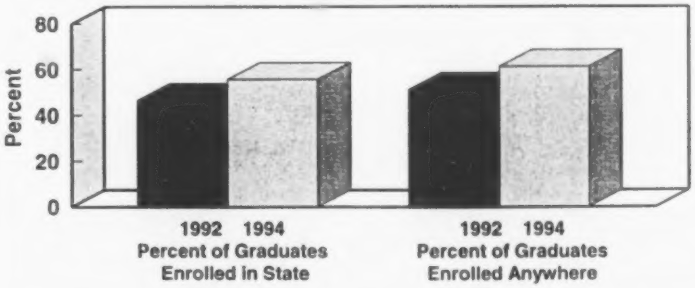
Source: WICHE, High School Graduates, 1993.

Indicator 4

Projections indicate that California will have 137,481 or 47 percent more high school graduates in 2005-06 than in 1995-96.

See Part IV, Table 3

Proportion of Recent High School Graduates Who Were First-Time Freshmen, 1992 and 1994



Sources: WICHE, High School Graduates, Projections by State, 1992 to 2009, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992 and 1994.

Indicator 5

The proportion of recent high school graduates that enrolled in California increased between 1992 and 1994, and the proportion that enrolled anywhere also increased.

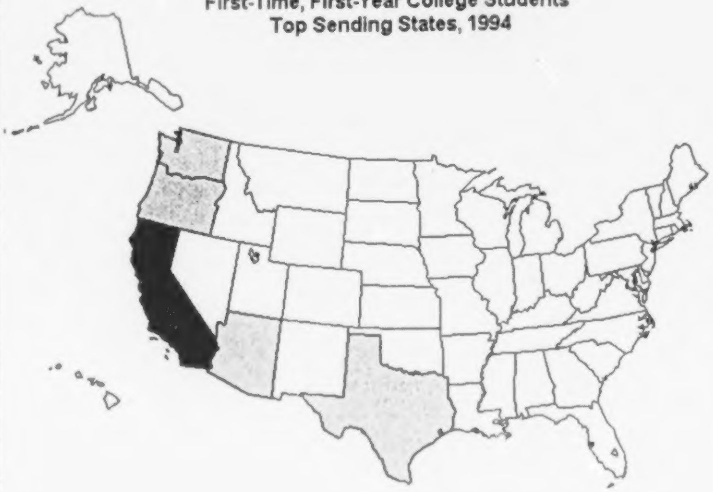
See Part IV, Table 4

CALIFORNIA

Indicator 6

Close to 9 percent of the first-time freshmen enrolled in California were nonresidents in 1994. Of these 11 percent came from five states: Arizona, Hawaii, Oregon, Texas, and Washington.

In-Migrants California: First-Time, First-Year College Students* Top Sending States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

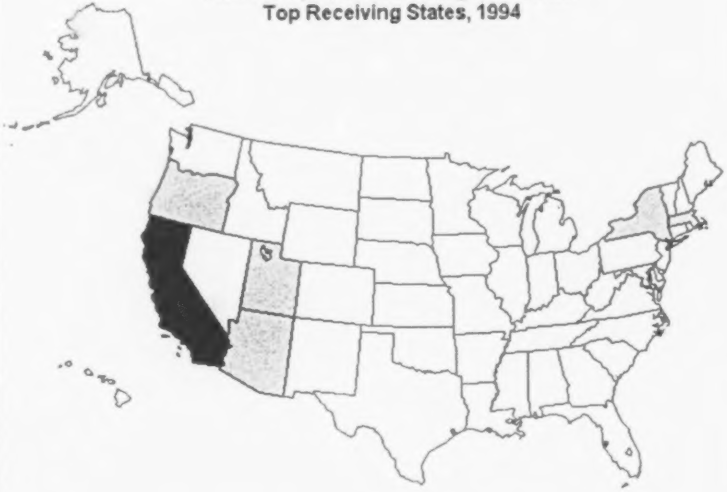
Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

See Part IV, Table 5

Indicator 7

Seven percent of the California residents who were enrolled as first-time freshmen in 1994 were enrolled out-of-state.

Out-Migrants California: First-Time, First-Year College Students* Top Receiving States, 1994



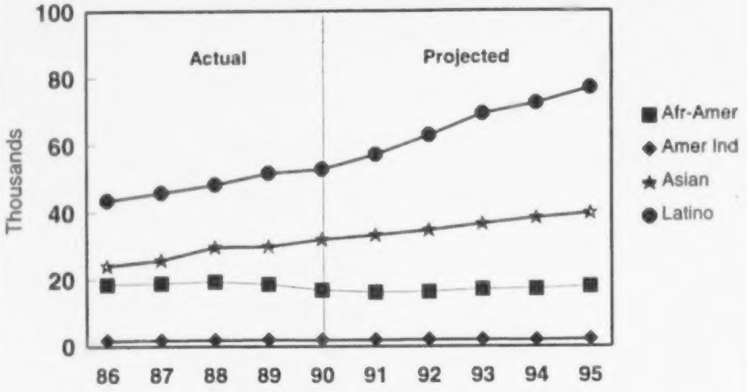
*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

See Part IV, Table 5

CALIFORNIA

Trends in the Number of High School Graduates by Race/Ethnicity, 1985-86 through 1994-95



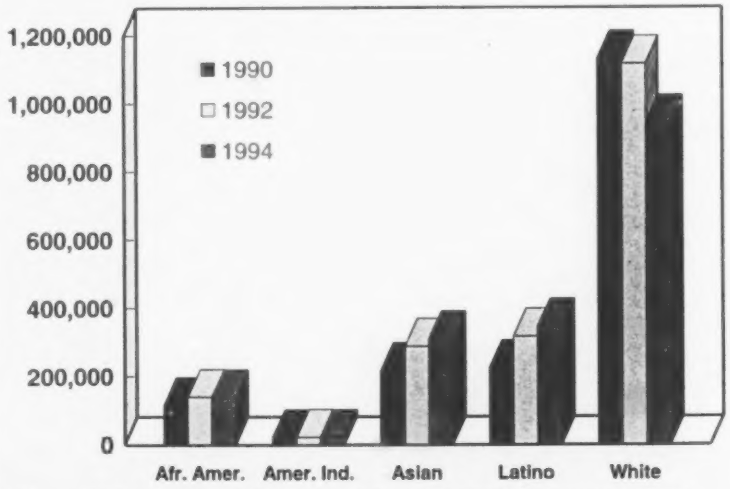
Source: WICHE, The Road to College: Educational Progress by Race and Ethnicity, 1991.

Indicator 8

Among racial/ethnic groups, the increase in the number of Latino high school graduates was projected to be particularly high between 1985 and 1994.

See Part IV, Table 6

College Enrollment by Race and Ethnicity Fall 1990, 1992, and 1994



Source: National Center for Education Statistcs, Integrated Postsecondary Data System, Fall Enrollment survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

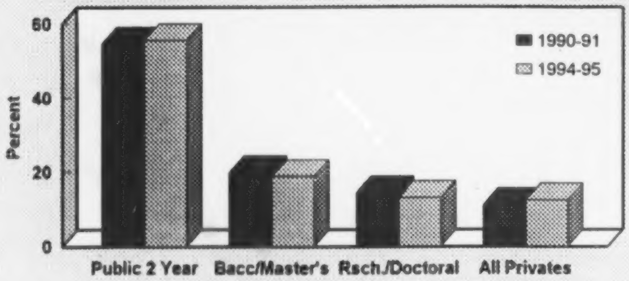
Indicator 9

In California, Asians and Latinos continued strong college enrollment increases between 1992 and 1994.

See Part IV, Table 7

CALIFORNIA

Undergraduate FTE Enrollments in Institutions of Higher Education by Sector, 1990-91 and 1994-95



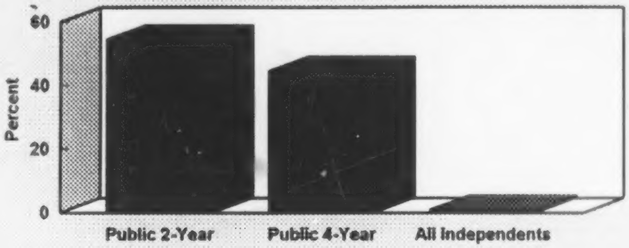
Sources: National Center for Education Statistics, IPEDS Fall Enrollment Survey, 1990 and 1994.

Indicator 10

Public two-year and independent institutions increased their enrollment shares between 1990 and 1994 while other public institutions lost shares.

See Part IV, Table 9

Undergraduate FTE Enrollments in Institutions of Higher Education By Sector, 1995-96--Unaudited



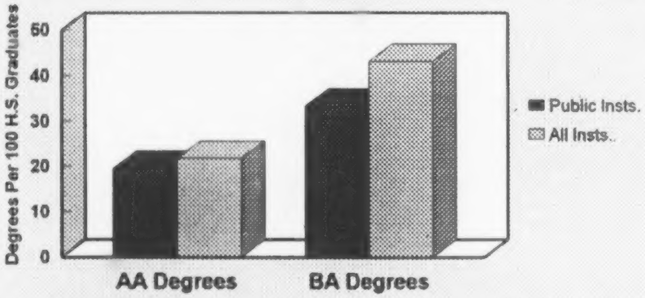
Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data suggest that the independent sector may lose enrollment shares.

See Part IV, Table 8

Degree Production Per 100 High School Graduates 1993-94



Sources: WICHE, High School Graduates, Projections by State 1992-2009; National Center for Education Statistics, IPEDS Completions Survey, 1993.

Indicator 12

The state's public institutions produced about 23 baccalaureate degrees in 1994 for every 100 1990 high school graduates.

See Part IV, Table 10

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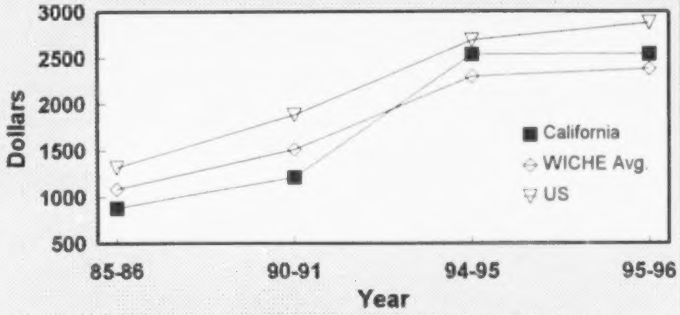
CALIFORNIA

Resident Undergraduate Tuition and Fees at Public Four-Year Institutions



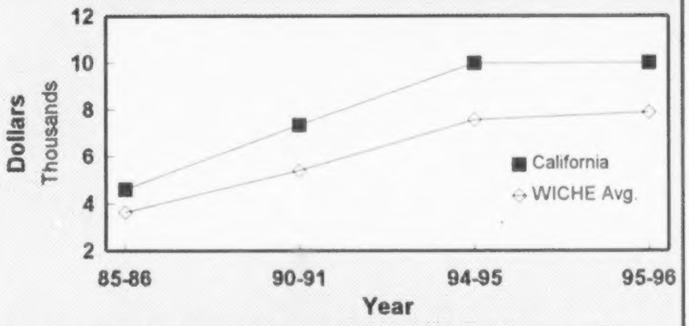
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 13

California's resident undergraduate tuition and fees at public four-year institutions increased much more than the regional increase betwen 1990 and 1995 and now exceed the regional average.

See Part IV, Table 11

Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions



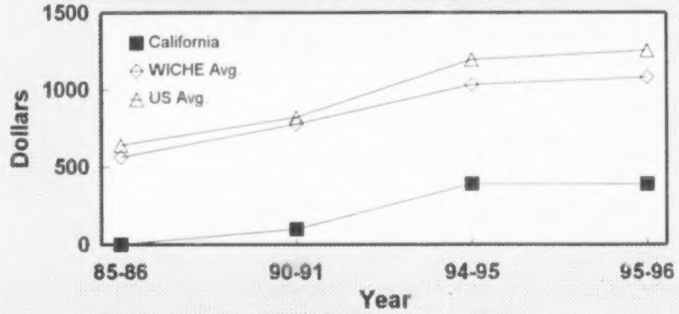
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 14

Nonresident undergraduate tuition and fees increased by 36.3 percent between 1990 and 1995.

See Part IV, Table 11

Resident In-District Tuition and Fees at Public Two-Year Institutions



Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

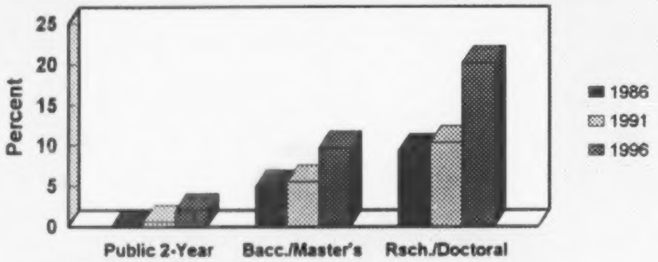
Indicator 15

Tuition and fees at California's two-year colleges almost quadrupled between 1990 and 1995.

See Part IV, Table 12

CALIFORNIA

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

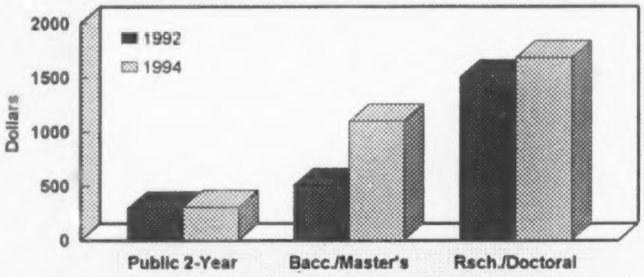
Indicator 16

Between 1986 and 1996, the portion of per capita disposable income dedicated to tuition and fees doubled at most public institutions.

See Part IV, Table 13

Revised 4/10/97

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



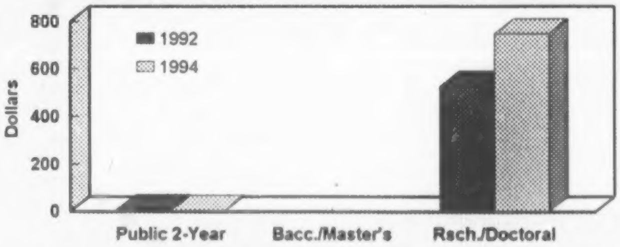
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted financial aid per FTE undergraduate student increased at public institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



Note: California information for Baccalaureate/Master's is not available
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

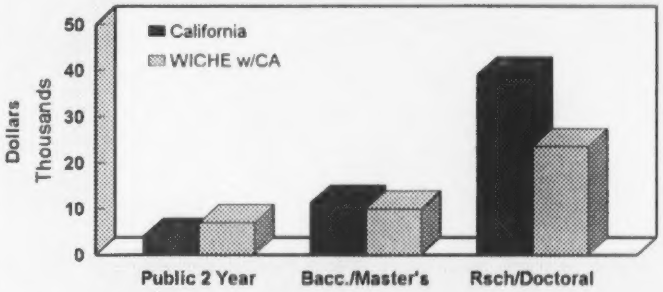
Indicator 18

Research/doctoral institutions allocated a larger amount of unrestricted financial aid per FTE student in 1994 than in 1992.

See Part IV, Table 15

CALIFORNIA

Education and General Expenditures Per FTE Student, Fiscal Year 1994



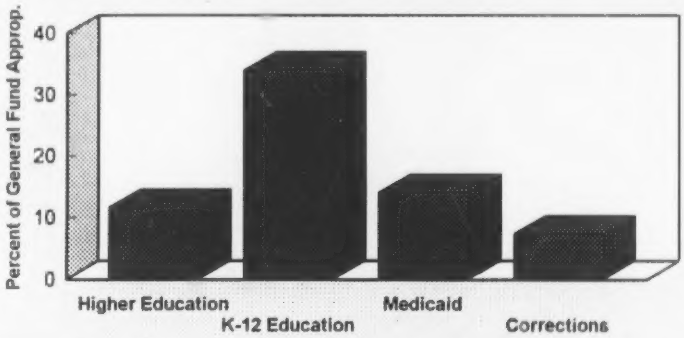
Source: National Center for Educational Statistics, IPEDS Finance Surveys, Fiscal Year 1994; and Fall Enrollment Survey, 1993-94.

Indicator 19

In FY94, California's public two-year colleges expended less on average per undergraduate FTE than the regional average while baccalaureate/ master's and research/ doctoral institutions spent more.

See Part IV, Table 19

State Approp. to Higher Education, K-12 Education, Medicaid, and Corrections as a Percent of Total Appropriations, FY1996



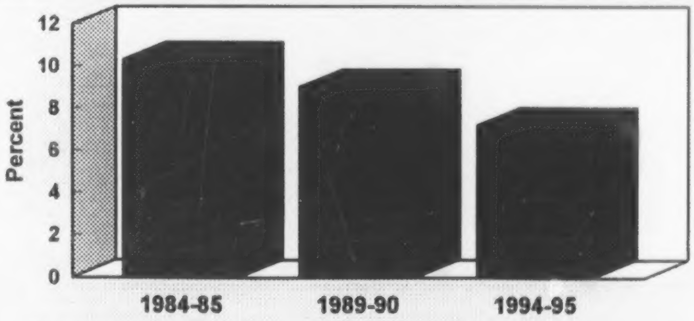
Source: National Conference of State Legislatures, State Budget Action, 1995.

Indicator 20

In FY96, higher education received about 11.7 percent of state appropriations in California.

See Part IV, Table 20

State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95



Source: Research Associates of Washington, State Profiles: Financing Public Higher Education, October 1994 and October 1995.

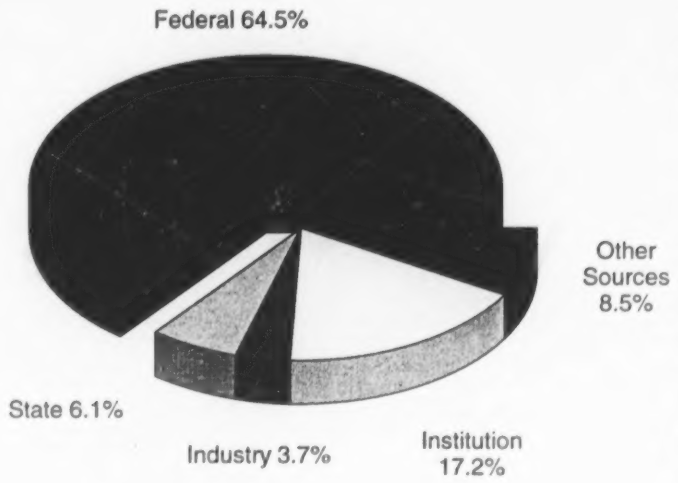
Indicator 21

In the five-year period 1989 to 1994, higher education's share of state appropriations in California declined from 9 to 7.2 percent.

See Part IV, Table 21

CALIFORNIA

Research and Development Expenditures by Revenue Source, Public Institutions, 1994



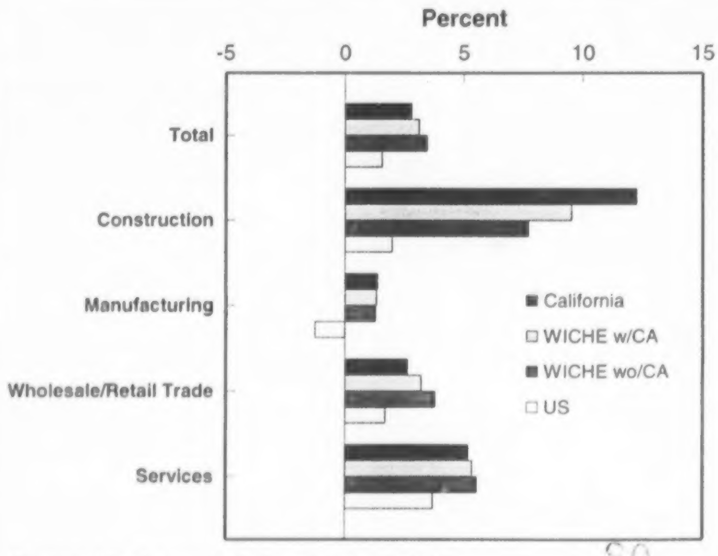
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 22

In FY94, 64.5 percent of R&D expenditures came from federal sources and another 6.1 percent came from the state.

See Part IV, Table 23

Employment Changes in Selected Industry Sectors January 1995 - January 1996



Source: US Bureau of Labor Statistics, 1996

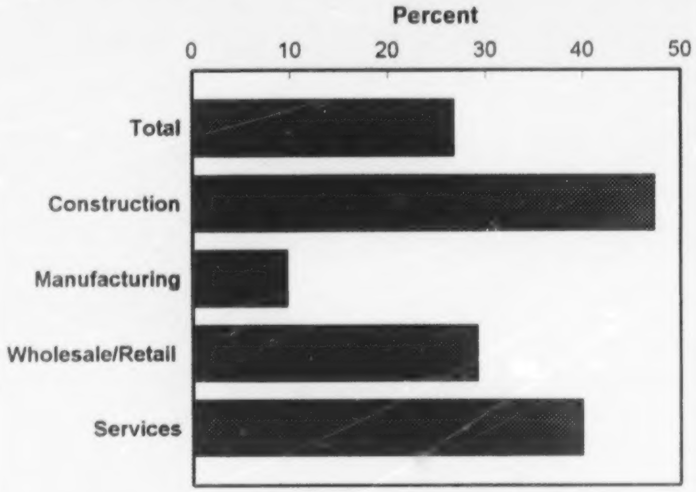
Indicator 23

The upturn in California's economy during 1995 is indicated by increases in employment in all the industry sectors shown.

See Part IV, Table 24

CALIFORNIA

Projected Change in Employment in Selected Industry Sectors, 1993 - 2005



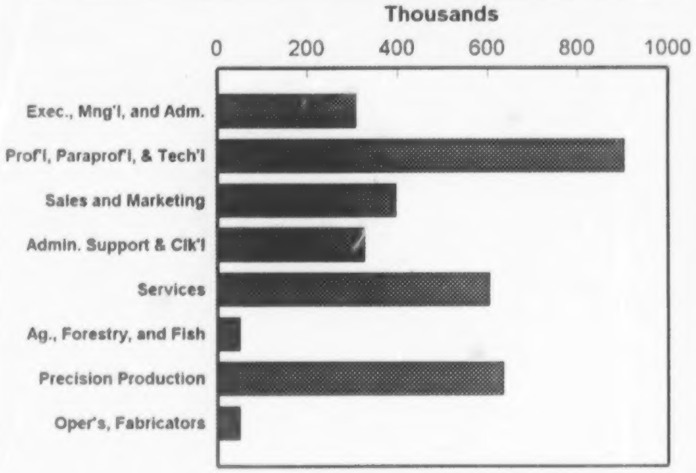
Source: California Employment Development Department, Labor Market Information Division. (See Table 25 for complete citation.)

Indicator 24

The projected growth in employment in California between 1993 and 2005 will range from 9.7 percent in manufacturing to 47.4 percent in construction.

See Part IV, Table 25

Projected Numerical Change in Employment in Major Occupational Categories, 1993 - 2005



*Note: See Table 26 for complete category names

Source: California Employment Development Department, Labor Market Information Division. (See Table 26 for complete citation.)

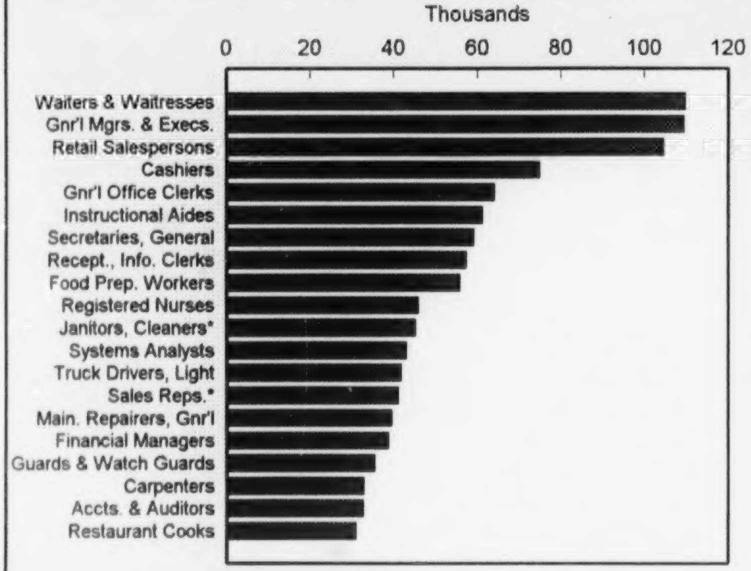
Indicator 25

Professional, Paraprofessional, and Technician occupations, which often require post-secondary education, are projected to account for about 28 percent of total employment growth in California between 1993 and 2005. Service occupations, which often require no more than a high school education, will account for another 18 percent.

See Part IV, Table 26

CALIFORNIA

20 Occupations Projected to Have the Largest Numerical Growth, 1993 - 2005



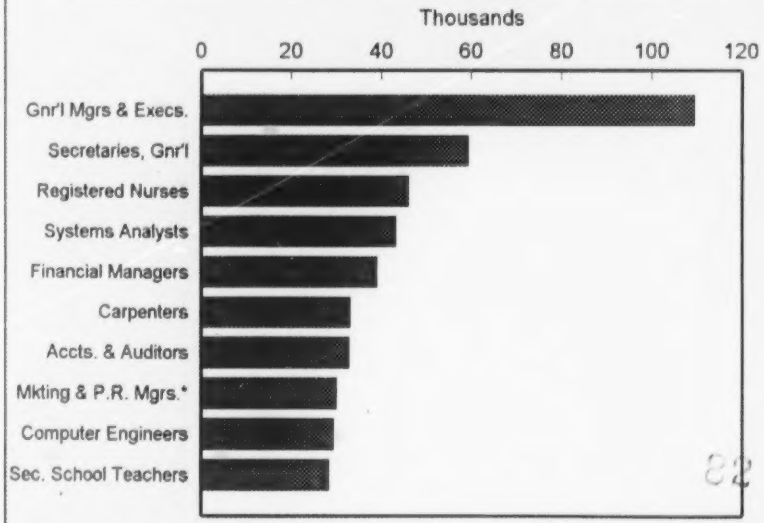
Source: California Employment Development Department, Labor Market Information Division (1966). (See Table 27 for complete citation and complete occupational names.)

Indicator 26

These 20 occupations are projected to account for 35 percent of total employment growth in California between 1993 and 2005.

See Part IV, Table 27

10 Occupations Requiring Postsecondary Education with the Largest Numerical Growth, 1993 - 2005



Source: California Employment Development Department, Labor Market Information Division (1996). (See Table 28 for complete citation and complete occupational names.)

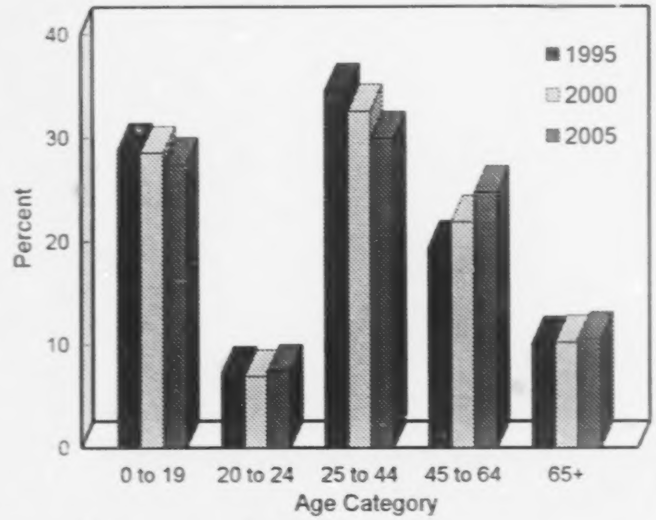
Indicator 27

Like the nation as a whole, growth in occupations requiring postsecondary education in California is expected to be concentrated in a few fields: health care, business, computers and electronics, and education.

See Part IV, Table 28

COLORADO

Percent of Total Population by Age Category 1995, 2000, 2005



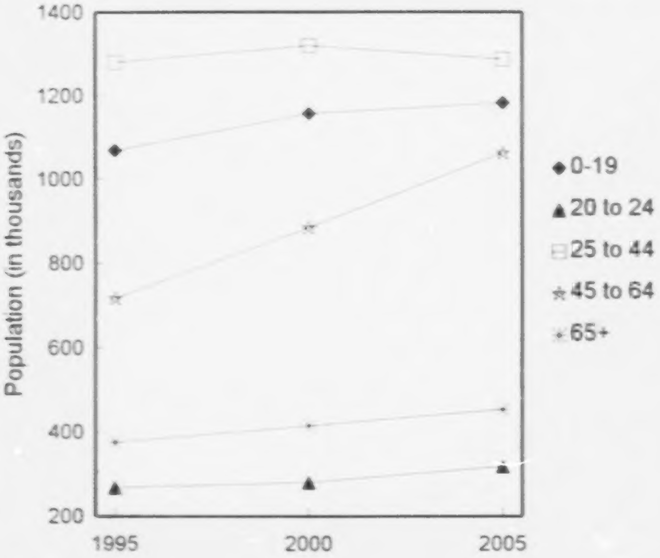
Source: US Bureau of the Census, 1994

Indicator 1

By 2005, 7.4 percent of Colorado residents will fall in the traditional college age group (20-24 years of age) compared to 7.2 percent in 1995.

See Part IV, Table 1

Projected Change in Population by Age Category 1995, 2000, 2005



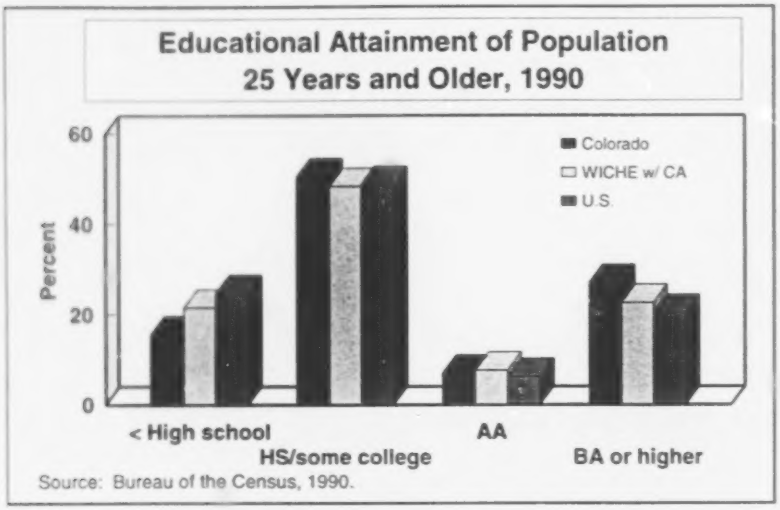
Source: US Bureau of Census, 1994

Indicator 2

The largest projected change (48 percent or 571,000 people) in Colorado's population will occur in the 45-to-64-year-old age group.

See Part IV, Table 1

COLORADO



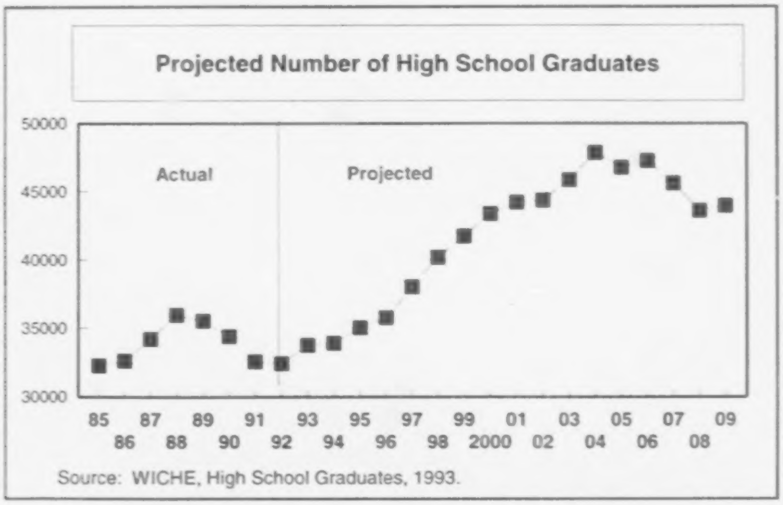
Educational Attainment of Population 25 Years and Older, 1990

Source: Bureau of the Census, 1990.

Indicator 3

On average, Colorado residents over age 25 tend to have somewhat more postsecondary education than people in this age group nationally.

See Part IV, Table 2



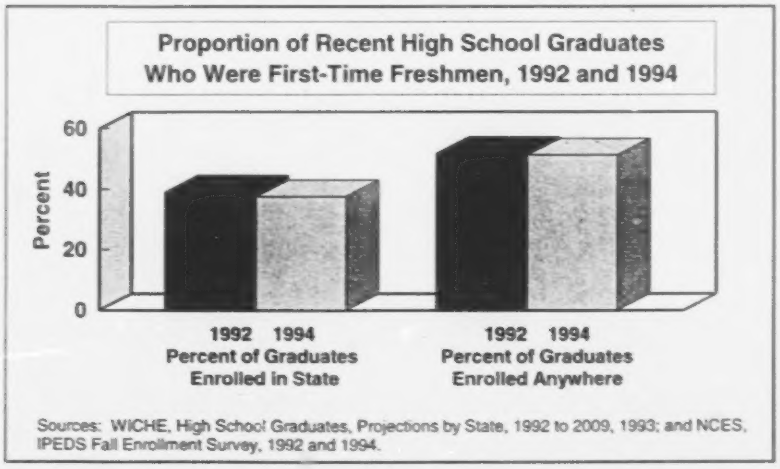
Projected Number of High School Graduates

Source: WICHE, High School Graduates, 1993.

Indicator 4

Projections indicate that Colorado will have 11,472 or 32 percent more high school graduates in 2005-06 than in 1995-96.

See Part IV, Table 3



Proportion of Recent High School Graduates Who Were First-Time Freshmen, 1992 and 1994

Sources: WICHE, High School Graduates, Projections by State, 1992 to 2009, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992 and 1994.

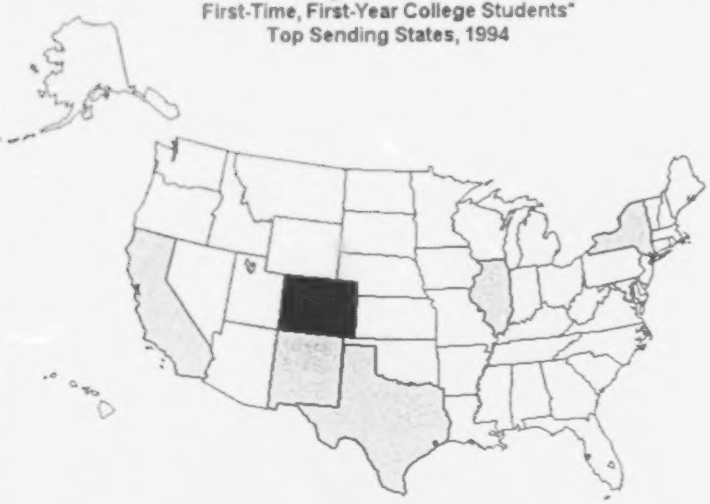
Indicator 5

The proportion of recent high school graduates that enrolled in Colorado declined between 1992 and 1994, while the proportion that enrolled anywhere remained stable.

See Part IV, Table 4

COLORADO

**In-Migrants Colorado:
First-Time, First-Year College Students*
Top Sending States, 1994**



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

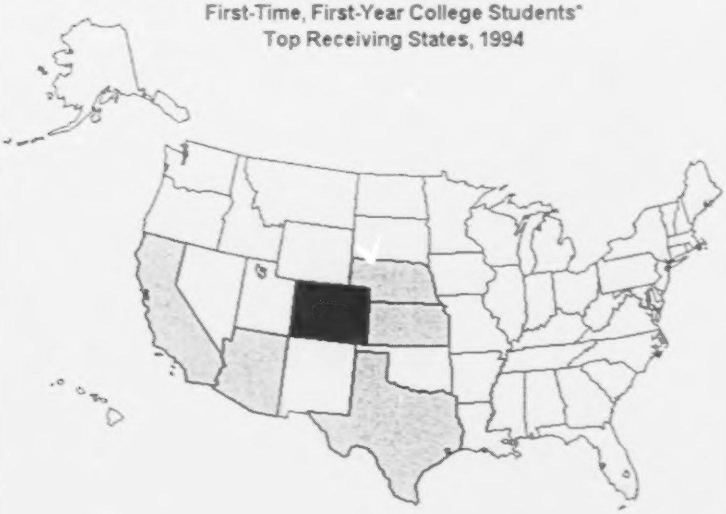
Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

Indicator 6

More than 22 percent of the first-time freshmen enrolled in Colorado in 1994 were nonresidents. Of these, nearly 27 percent came from five states: California, Illinois, New Mexico, New York, and Texas.

See Part IV, Table 5

**Out-Migrants Colorado:
First-Time, First-Year College Students*
Top Receiving States, 1994**



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

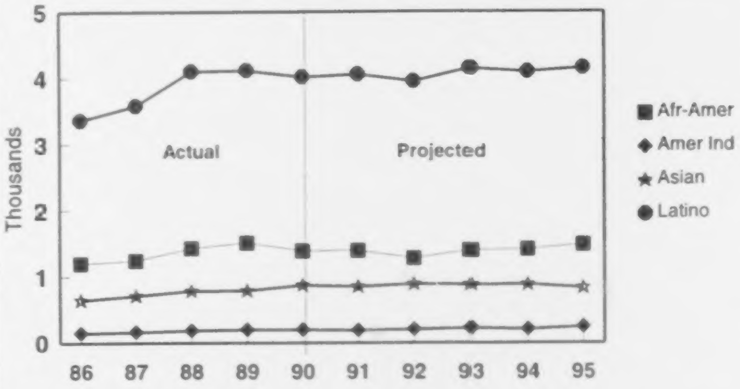
Indicator 7

Almost 18 percent of Colorado residents who were enrolled as first-time freshmen in 1994 were enrolled out-of-state

See Part IV, Table 5

COLORADO

Trends in the Number of High School Graduates by Race/Ethnicity, 1985-86 through 1994-95



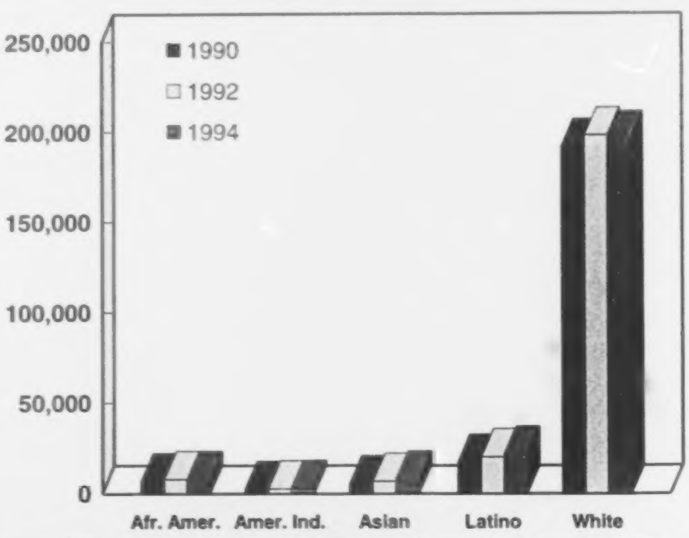
Source: WICHE, The Road to College: Educational Progress by Race and Ethnicity, 1991.

Indicator 8

Increases in the numbers of high school graduates across racial/ethnic groups was projected to be modest between 1985 and 1994.

See Part IV, Table 6

College Enrollment by Race and Ethnicity Fall 1990, 1992, and 1994



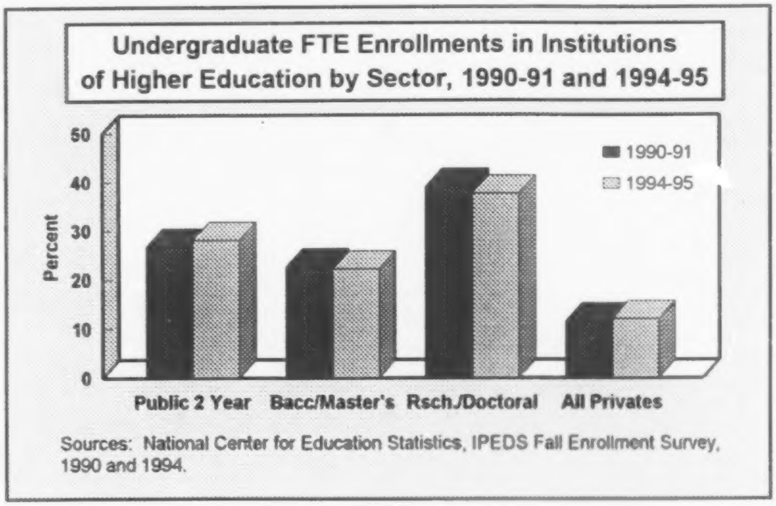
Source: National Center for Education Statistcs, Integrated Postsecondary Data System, Fall Enrollment survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

Indicator 9

Four of the five major racial/ethnic groups continued seeing increasing enrollments in Colorado between 1992 and 1994.

See Part IV, Table 7

COLORADO

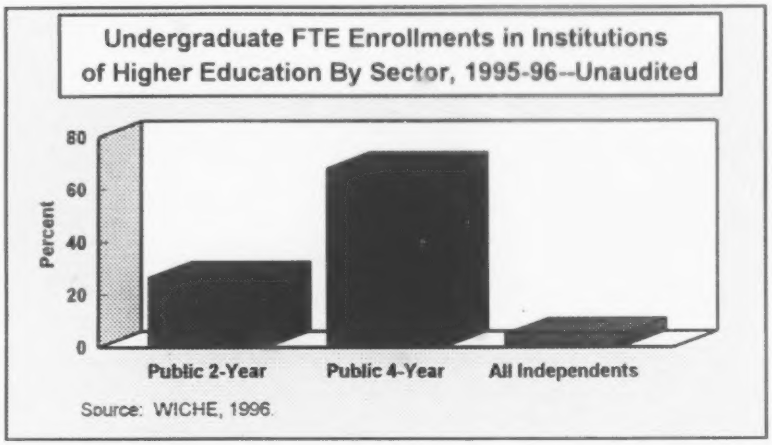


Sources: National Center for Education Statistics, IPEDS Fall Enrollment Survey, 1990 and 1994.

Indicator 10

Public two-year institutions gained enrollment share between 1990 and 1994 while other public institutions lost shares.

See Part IV, Table 9

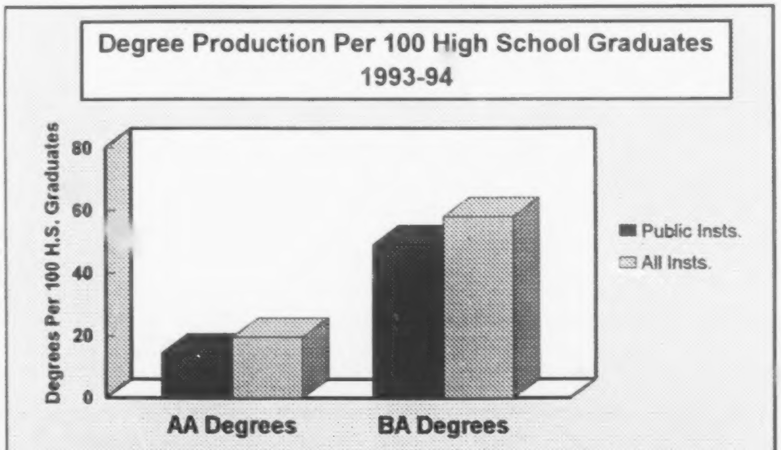


Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data suggest that community colleges will continue to increase enrollment share.

See Part IV, Table 8



Sources: WICHE, High School Graduates, Projections by State 1992-2009; National Center for Education Statistics, IPEDS Completions Survey, 1993.

Indicator 12

The state's public institutions produced about 49 baccalaureate degrees in 1994 for every 100 1990 high school graduates.

See Part IV, Table 10

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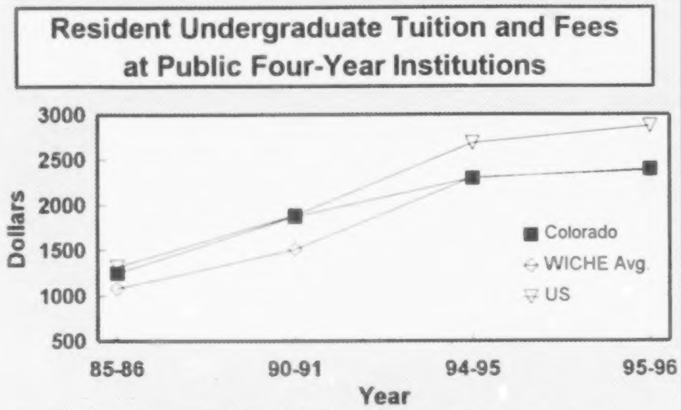
COLORADO

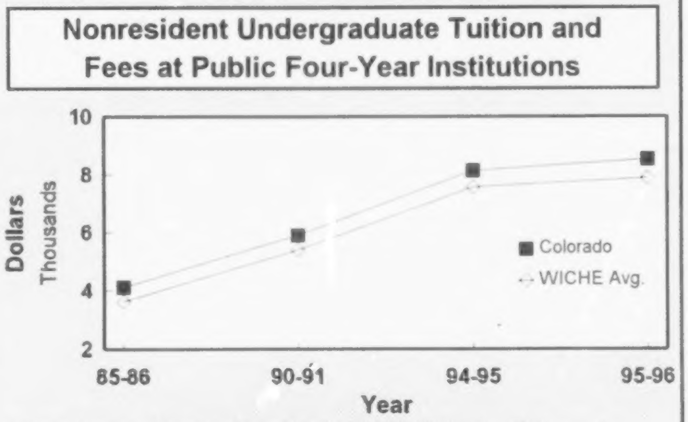


Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 13

Colorado's resident undergraduate tuition and fees at public four-year institutions increased much less than the regional increase between 1990 and 1995 and are now at the regional average.

See Part IV, Table 11

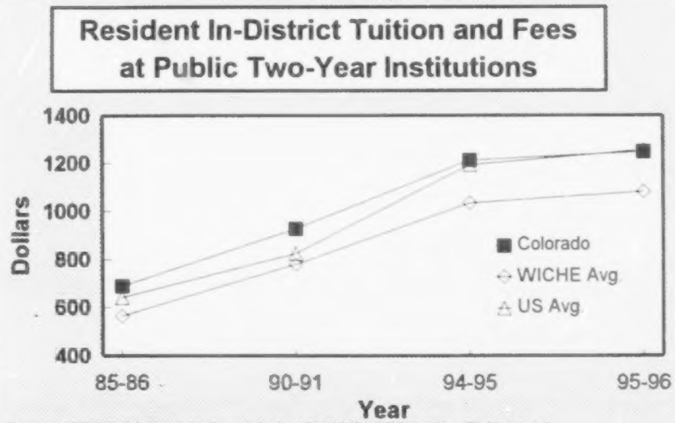


Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 14

Nonresident undergraduate tuition and fees increased by 44.3 percent between 1990 and 1995.

See Part IV, Table 11



Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

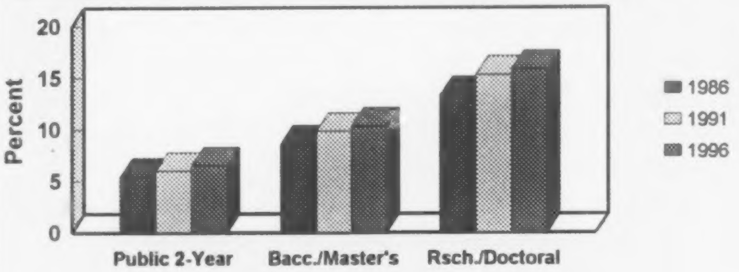
Indicator 15

Tuition and fees at Colorado's two-year colleges increased by 34.6 percent between 1990 and 1995.

See Part IV, Table 12

COLORADO

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

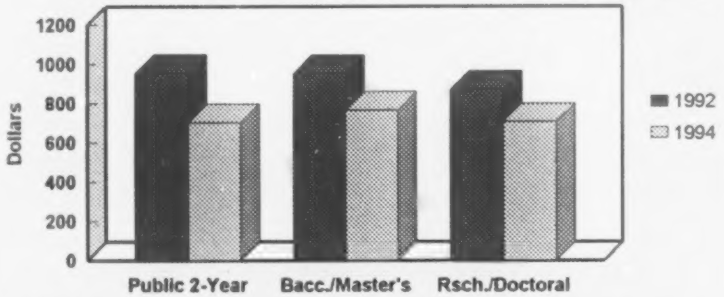
Indicator 16

Between 1986 and 1996, the portion of per capita disposable income dedicated to tuition and fees increased from 1 to 2 percent at most institutions.

See Part IV, Table 13

Revised 4/10/97

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



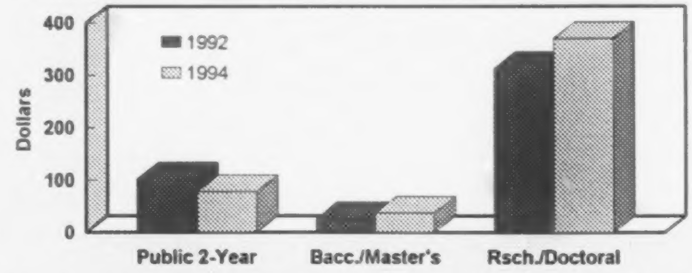
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted financial aid per FTE undergraduate student declined at public institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

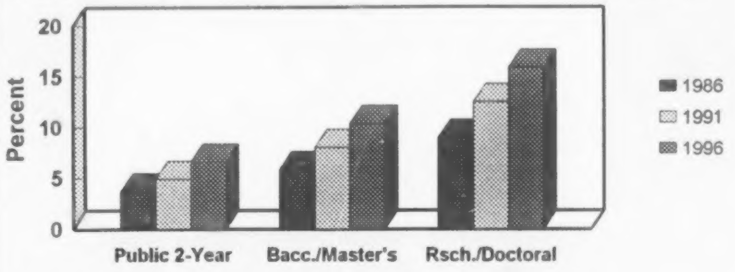
Indicator 18

Baccalaureate/master's and research/doctoral institutions allocated a larger amount of unrestricted financial aid per FTE student in 1994 than in 1992. Two-year institutions decreased their allocations.

See Part IV, Table 15

COLORADO

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



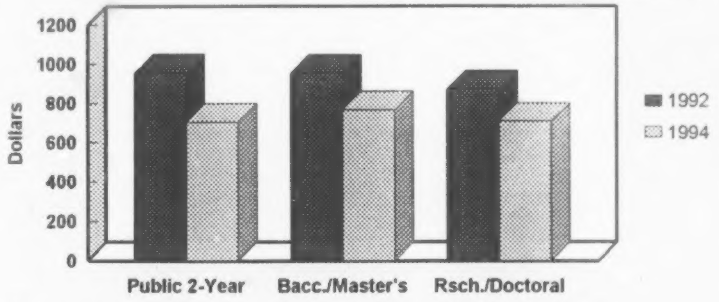
Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

Indicator 16

Between 1986 and 1996, the portion of per capita disposable income dedicated to tuition and fees almost doubled at institutions.

See Part IV, Table 13

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



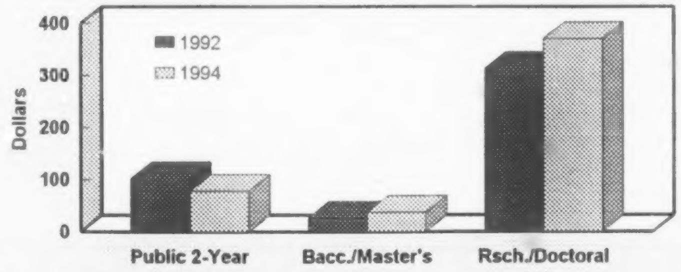
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted financial aid per FTE undergraduate student declined at public institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

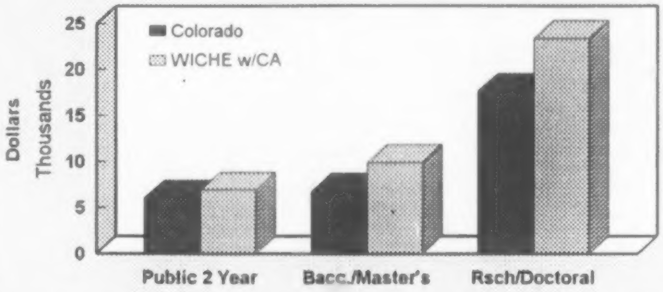
Indicator 18

Baccalaureate/master's and research/doctoral institutions allocated a larger amount of unrestricted financial aid per FTE student in 1994 than in 1992. Two-year institutions decreased their allocations.

See Part IV, Table 15

COLORADO

Education and General Expenditures Per FTE Student, Fiscal Year 1994



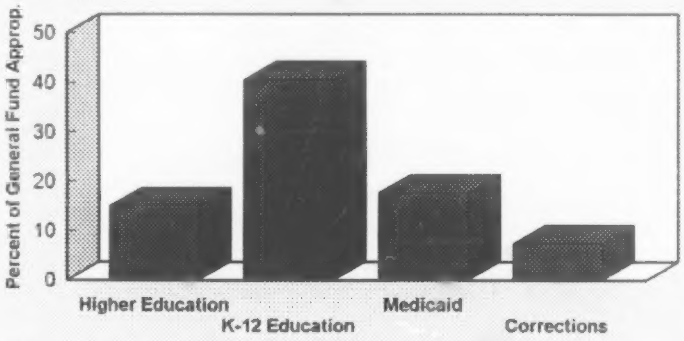
Source: National Center for Educational Statistics, IPEDS Finance Surveys, Fiscal Year 1994; and Fall Enrollment Survey, 1993-94.

Indicator 19

In FY 94, Colorado's public colleges and universities expended less on average per undergraduate FTE than the regional average.

See Part IV, Table 19

State Approp. to Higher Education, K-12 Education, Medicaid, and Corrections as a Percent of Total Appropriations, FY1996



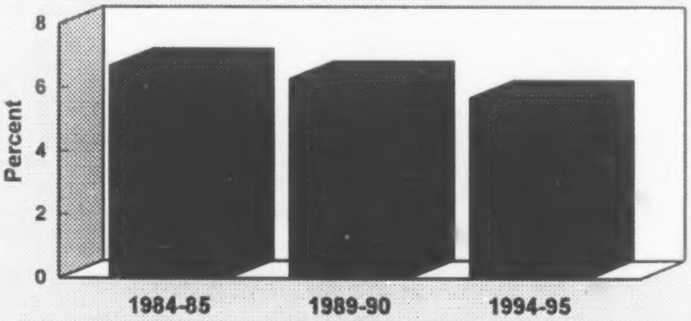
Source: National Conference of State Legislatures, State Budget Action, 1995.

Indicator 20

In FY96, higher education received about 15 percent of state appropriations in Colorado.

See Part IV, Table 20

State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95



Source: Research Associates of Washington, State Profiles: Financing Public Higher Education, October 1994 and October 1995.

Indicator 21

In the five-year period 1989 to 1994, higher education's share of state appropriations in Colorado declined from 6.3 to 5.7 percent.

See Part IV, Table 21

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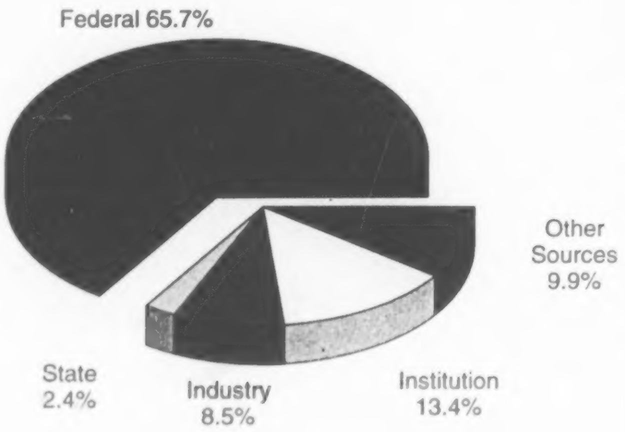
COLORADO

Research and Development Expenditures by Revenue Source, Public Institutions, 1994



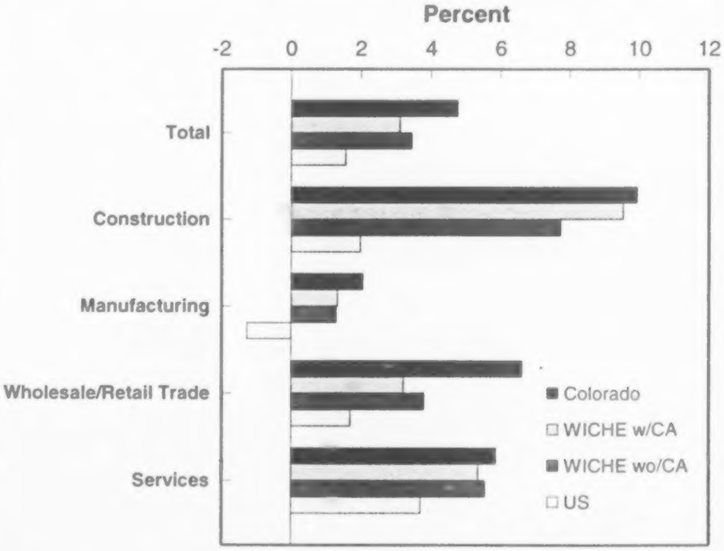
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 22

In FY94, 65.7 percent of R&D expenditures came from federal sources and another 2.4 percent came from the state.

See Part IV, Table 23

Employment Changes in Selected Industry Sectors January 1995 - January 1996



Source: US Bureau of Labor Statistics, 1996

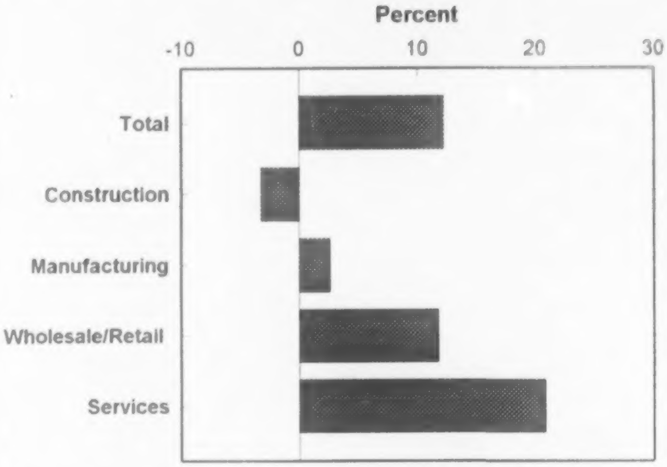
Indicator 23

The increases in employment in Colorado during 1995 were well above those for the region and nation as a whole.

See Part IV, Table 24

COLORADO

Projected Change in Employment in Selected Industry Sectors, 1995 - 2000



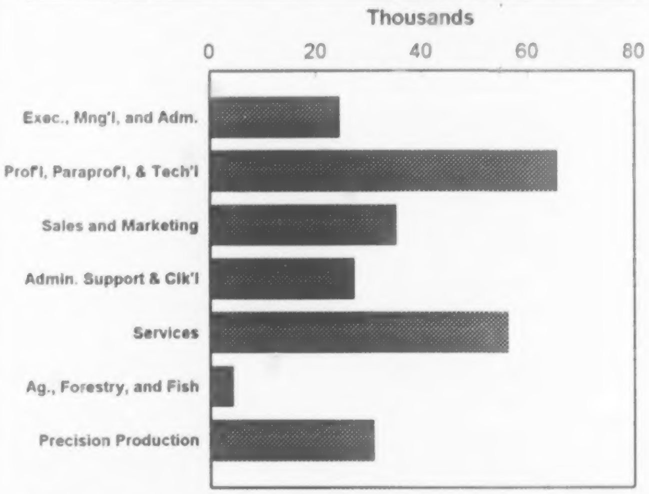
Source: Colorado Department of Labor and Employment, Labor Market Information Section (1996). Occupational Employment Outlook 1995-2000.

Indicator 24

The projected changes in employment in Colorado between 1995 and 2000 will range from -3.2 percent in construction to +20.8 percent in services.

See Part IV, Table 25

Projected Numerical Change in Employment in Major Occupational Categories, 1995 - 2000



*Note: See Table 26 for complete category names

Source: Colorado Department of Labor and Employment, Labor Market Information Section (1996). Occupational Employment Outlook 1995-2000

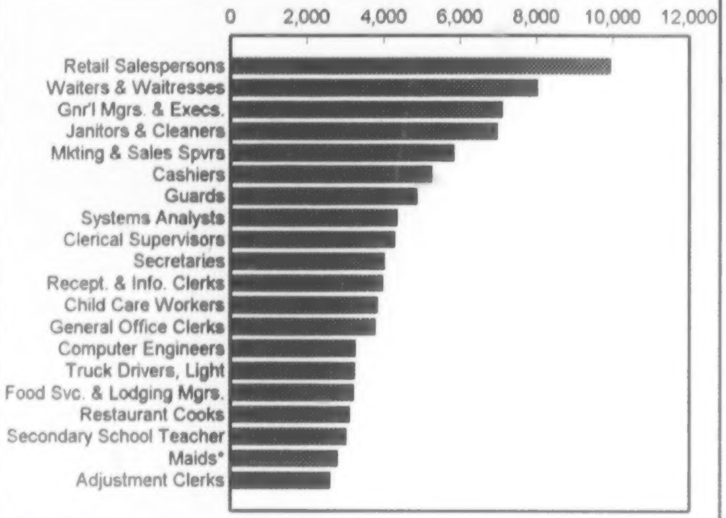
Indicator 25

Professional, Paraprofessional, and Technician occupations, which often require postsecondary education, are projected to account for about 27 percent of total employment growth in Colorado between 1995 and 2000. Service occupations, which often require no more than a high school education, will account for another 23 percent.

See Part IV, Table 26

COLORADO

20 Occupations Projected to Have the Largest Numerical Growth, 1995 - 2000



*See Table 27 for complete occupational names.

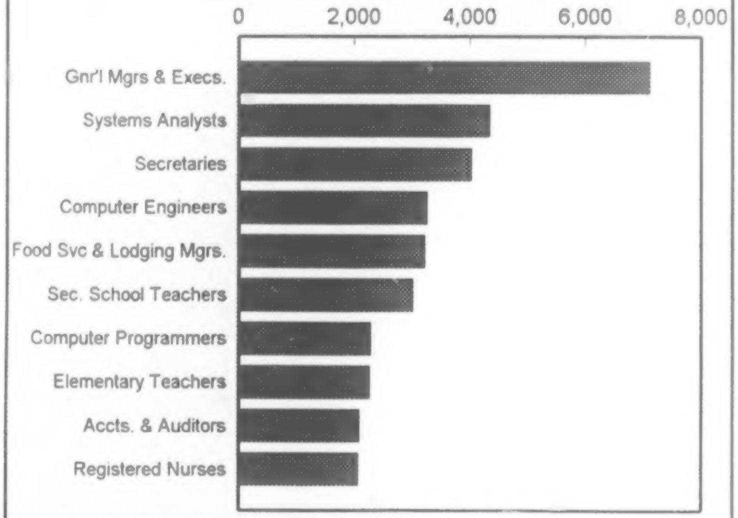
Source: Colorado Department of Labor and Employment, Labor Market Information Section (1996). Occupational Employment Outlook 1995-2000.

Indicator 26

These 20 occupations are projected to account for 38 percent of total employment growth in Colorado between 1995 and 2000.

See Part IV, Table 27

10 Occupations Requiring Postsecondary Education with the Largest Numerical Growth, 1995 - 2000



*See Table 28 for complete occupational names.

Source: Colorado Department of Labor and Employment, Labor Market Information Section (1996). Occupational Employment Outlook 1995-2000.

Indicator 27

Like the nation as a whole, growth in occupations requiring postsecondary education in Colorado is expected to be concentrated in a few fields: health care, business, computers and electronics, and education.

See Part IV, Table 28

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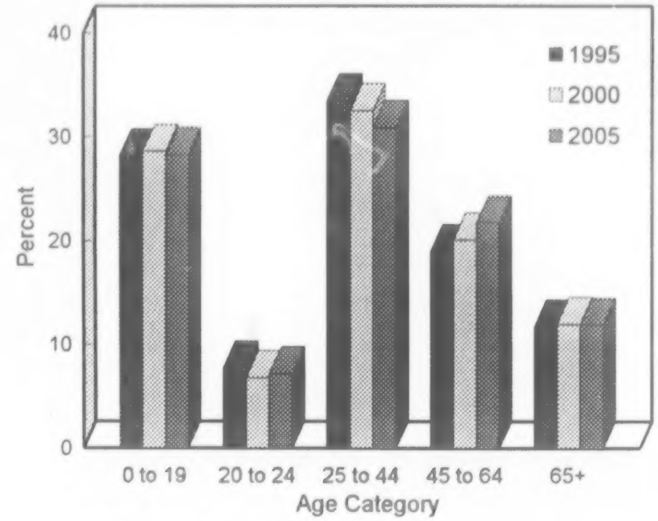
HAWAII

Percent of Total Population by Age Category 1995, 2000, 2005



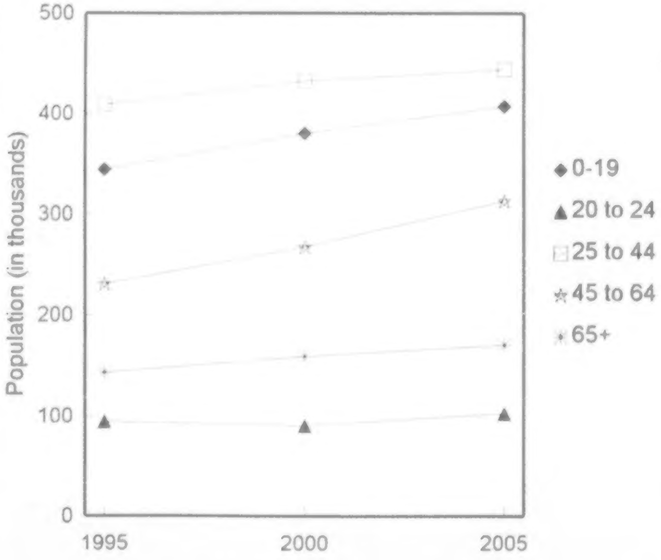
Source: US Bureau of the Census, 1994

Indicator 1

By 2005, 7.2 percent of Hawaii residents will fall in the traditional college age group (20-24 years of age) compared to 7.7 percent in 1995.

See Part IV, Table 1

Projected Change in Population by Age Category 1995, 2000, 2005



Source: US Bureau of Census, 1994

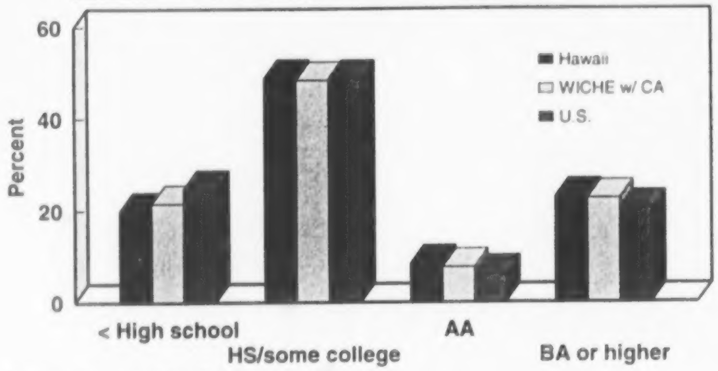
Indicator 2

The largest projected change (35 percent or 82,000 people) in Hawaii's population will occur in the 45-to-64-year-old age group.

See Part IV, Table 1

HAWAII

Educational Attainment of Population 25 Years and Older, 1990



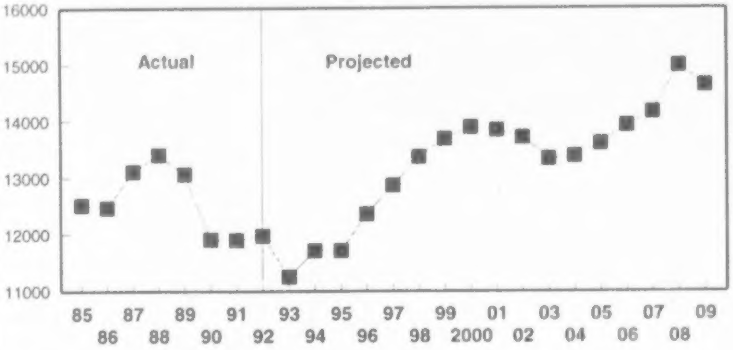
Source: Bureau of the Census, 1990.

Indicator 3

On average, Hawaii residents over age 25 tend to have somewhat more postsecondary education than people in this age group nationally.

See Part IV, Table 2

Projected Number of High School Graduates



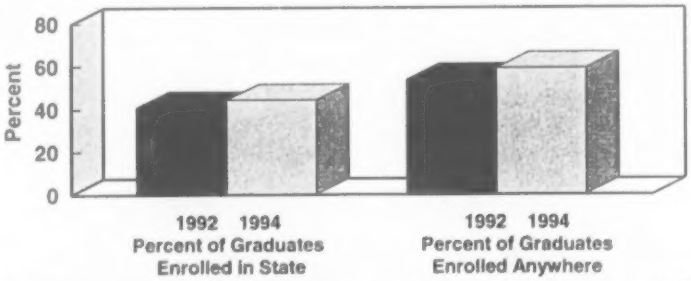
Source: WICHE, High School Graduates, 1993.

Indicator 4

Projections indicate that Hawaii will have 1,571 or 13 percent more high school graduates in 2005-06 than in 1995-96.

See Part IV, Table 3

Proportion of Recent High School Graduates Who Were First-Time Freshmen, 1992 and 1994



Sources: WICHE, High School Graduates, Projections by State, 1992 to 2009, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992 and 1994.

Indicator 5

The proportion of recent high school graduates that enrolled in Hawaii increased between 1992 and 1994, and the proportion that enrolled anywhere also increased.

See Part IV, Table 4

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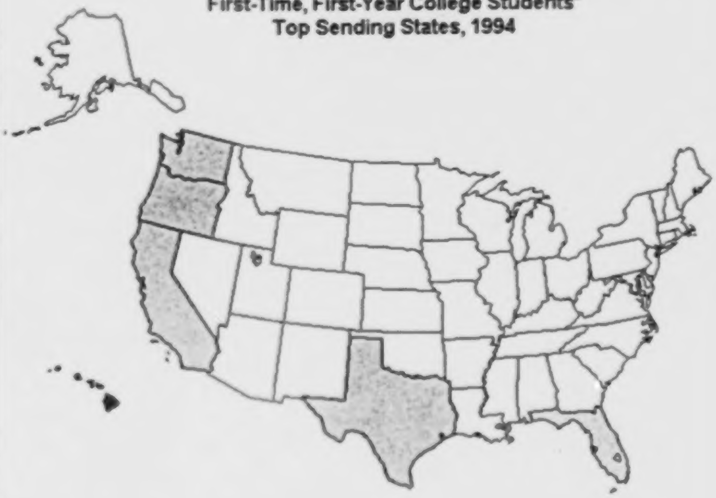
HAWAII

In-Migrants Hawaii:
First-Time, First-Year College Students*
Top Sending States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

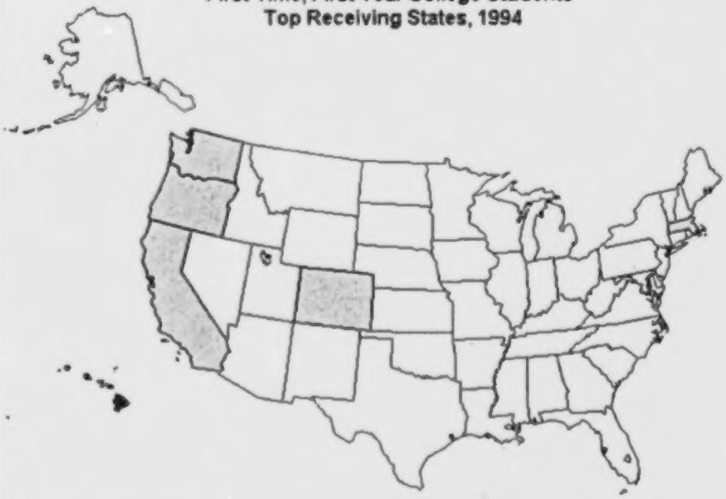
Source: National Center for Education Statistics, *Integrated Postsecondary Data System,* 1994-95.

Indicator 6

Close to 20 percent of the first-time freshmen enrolled in Hawaii in 1994 were nonresidents. Of these 20 percent came from five states: California, Florida, Oregon, Texas, and Washington.

See Part IV, Table 5

Out-Migrants Hawaii:
First-Time, First-Year College Students*
Top Receiving States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System,* 1994-95.

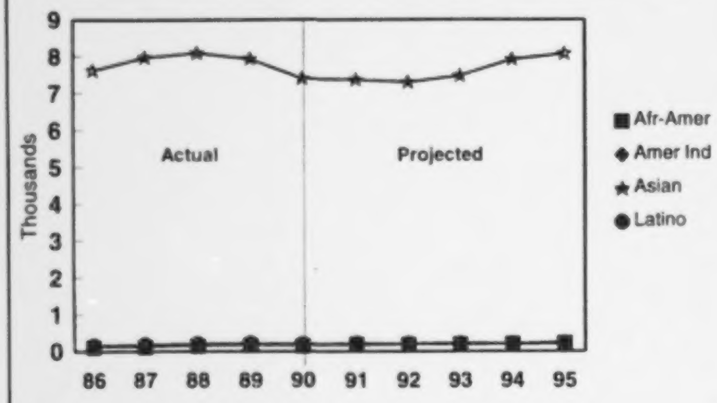
Indicator 7

More than 19 percent of the Hawaii residents who were enrolled as first-time freshmen n 1994 were enrolled out-of-state.

See Part IV, Table 5

HAWAII

Trends in the Number of High School Graduates by Race/Ethnicity, 1985-86 through 1994-95



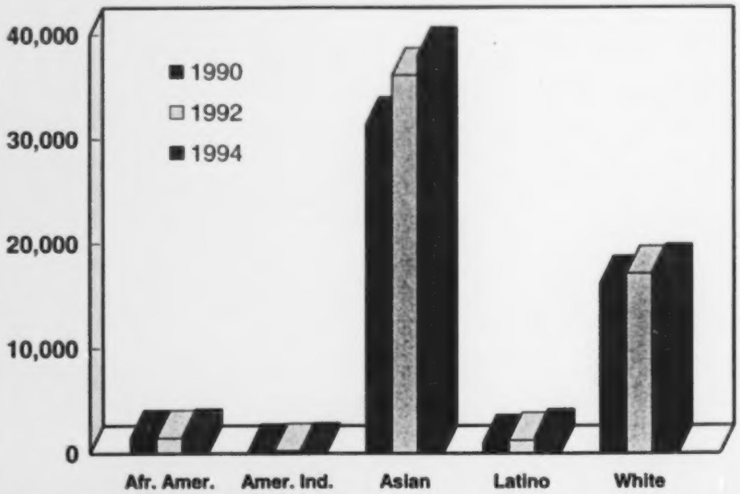
Source: WICHE, The Road to College: Educational Progress by Race and Ethnicity, 1991.

Indicator 8

Among racial/ethnic groups, the increase in the number of Asian high school graduates was projected to fluctuate somewhat between 1985 and 1994.

See Part IV, Table 6

College Enrollment by Race and Ethnicity Fall 1990, 1992, and 1994



Source: National Center for Education Statistcs, Integrated Postsecondary Data System, Fall Enrollment survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

Indicator 9

In Hawaii, the number of students from all major racial/ethnic groups continued to grow between 1992 and 1994.

See Part IV, Table 7

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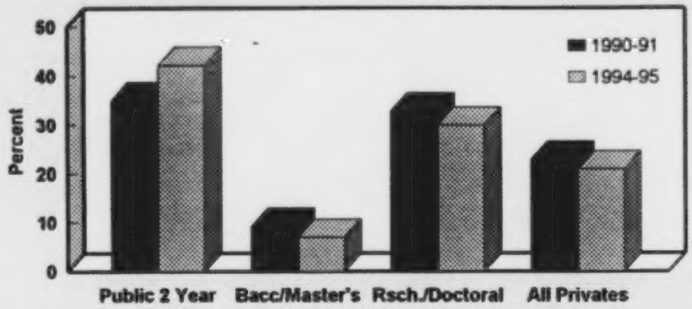
HAWAII

Undergraduate FTE Enrollments in Institutions of Higher Education by Sector, 1990-91 and 1994-95



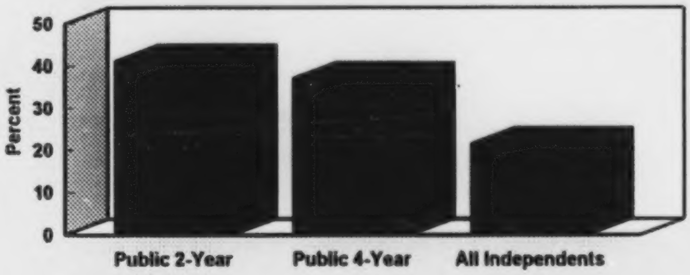
Sources: National Center for Education Statistics, IPEDS Fall Enrollment Survey, 1990 and 1994.

Indicator 10

Public two-year colleges increased their enrollment share between 1990 and 1994 while other public and private institutions lost shares.

See Part IV, Table 9

Undergraduate FTE Enrollments in Institutions of Higher Education By Sector, 1995-96--Unaudited



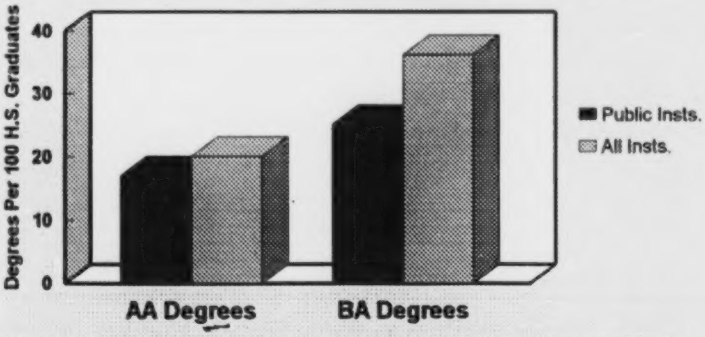
Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data suggest that the two-year colleges will maintain their enrollment share.

See Part IV, Table 8

Degree Production Per 100 High School Graduates 1993-94



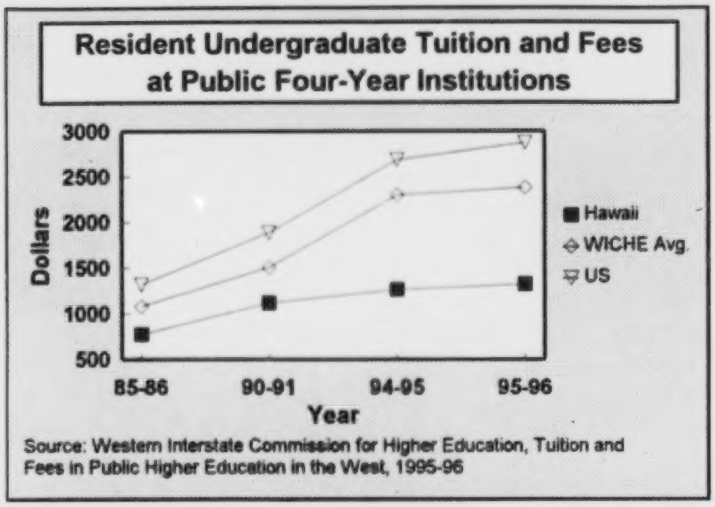
Sources: WICHE, High School Graduates, Projections by State 1992-2009; National Center for Education Statistics, IPEDS Completions Survey, 1993.

Indicator 12

The state's public institutions produced about 25 baccalaureate degrees in 1994 for every 100 1990 high school graduates.

See Part IV, Table 10

HAWAII

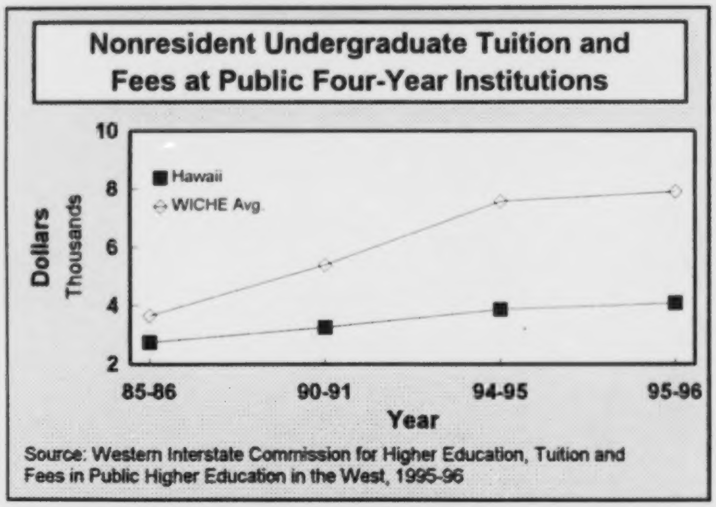


Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 13

Hawaii's resident undergraduate tuition and fees at public four-year institutions increased much less than the regional increase between 1990 and 1995 and are still well below the regional average.

See Part IV, Table 11

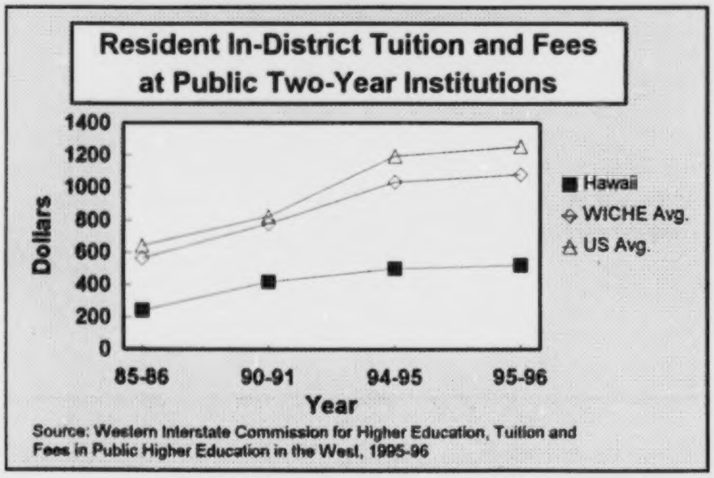


Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 14

Nonresident undergraduate tuition and fees increased by 25.5 percent between 1990 and 1995.

See Part IV, Table 11



Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 15

Tuition and fees at Hawaii's two-year colleges increased almost 25 percent between 1990 and 1995.

See Part IV, Table 12

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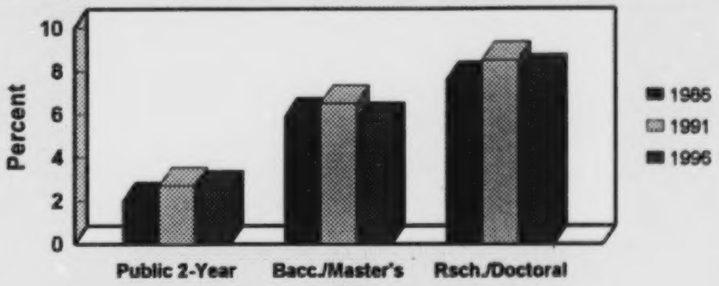
Indicator 16

Between 1986 and 1996, the portion of per capita disposable income dedicated to tuition and fees have remained relatively stable for students at public institutions.

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

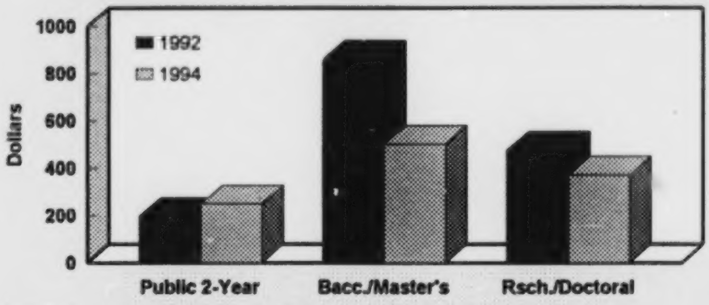
See Part IV, Table 13

Revised 4/10/97

Indicator 17

The amount of restricted financial aid per FTE undergraduate student increased at two-year but decreased at baccalaureate/master's and research/doctoral institutions between 1992 and 1994.

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



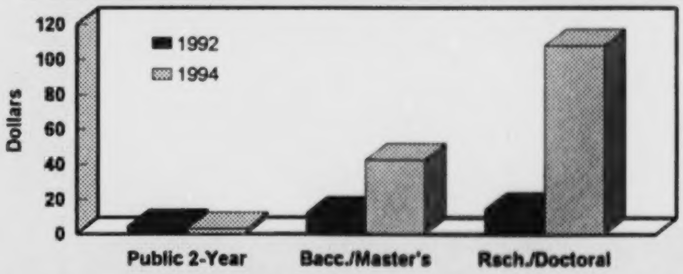
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

See Part IV, Table 14

Indicator 18

Baccalaureate/master's and research/doctoral institutions increased significantly their allocations of unrestricted financial aid per FTE student between 1992 and 1994.

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994

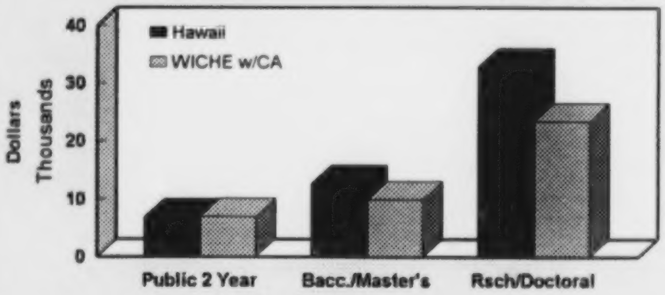


Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

See Part IV, Table 15

HAWAII

Education and General Expenditures Per FTE Student, Fiscal Year 1994



Source: National Center for Educational Statistics, IPEDS Finance Surveys, Fiscal Year 1994, and Fall Enrollment Survey, 1993-94.

Indicator 19

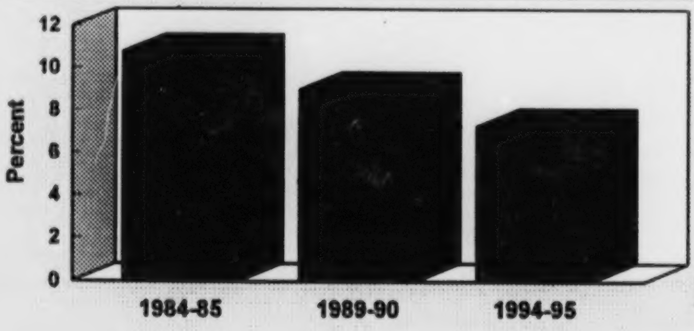
In FY 94, Hawaii's public two-year colleges expended less on average per undergraduate FTE than the regional average while baccalaureate/ master's and research/ doctoral institutions spent more.

See Part IV, Table 19

Data from Hawaii were not available.

Indicator 20

State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95



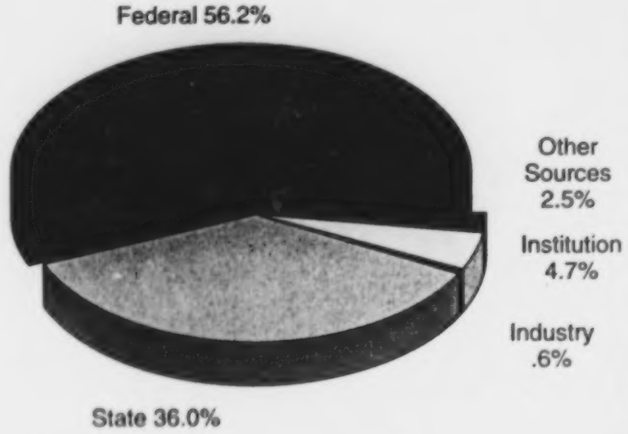
Indicator 21

In the five-year period 1989 to 1994, higher education's share of state appropriations in Hawaii declined from 9 to 7.3 percent.

See Part IV, Table 21

HAWAII

Research and Development Expenditures by Revenue Source, Public Institutions, 1994



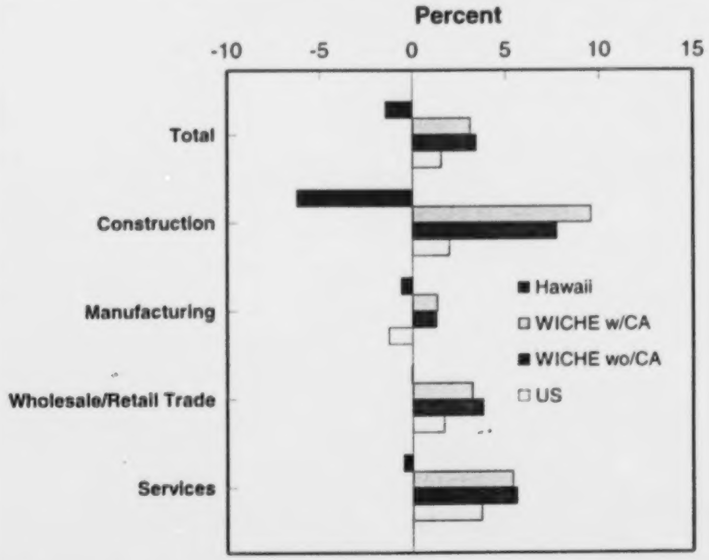
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 22

In FY94, 56.2 percent of R&D expenditures came from federal sources and another 36 percent came from the state.

See Part IV, Table 23

Employment Changes in Selected Industry Sectors January 1995 - January 1996



Source: US Bureau of Labor Statistics, 1996

Indicator 23

During 1995 Hawaii had declines in employment in all the industry sectors shown.

See Part IV, Table 24

HAWAII

Indicator 24

Projected Change in Employment in Selected Industry Sectors

No current data on Hawaii were available at the time of publication.

See Part IV, Table 25

Indicator 25

Projected Numerical Change in Employment in Major Occupational Categories

No current data on Hawaii were available at the time of publication.

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See Part IV, Table 26

HAWAII

Indicator 26

20 Occupations Projected to Have the Largest Numerical Growth, 1994 - 1999

No current data on Hawaii were available at the time of publication.

See Part IV, Table 27

Indicator 27

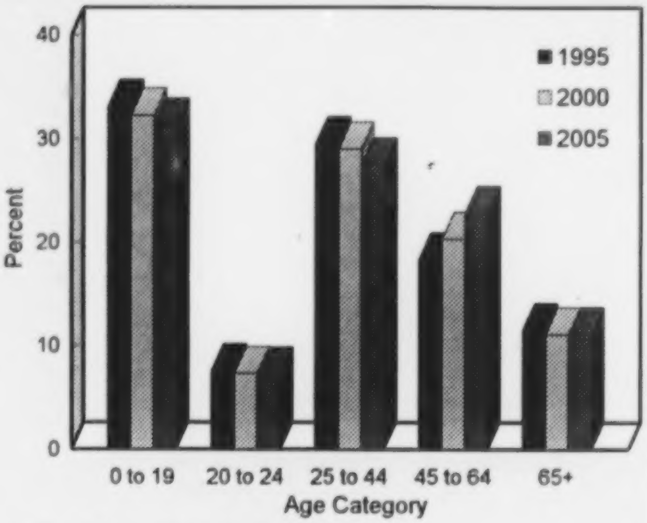
10 Occupations Requiring Postsecondary Education with the Largest Numerical Growth, 1994 - 1999

No current data on Hawaii were available at the time of publication.

See Part IV, Table 28

IDAHO

Percent of Total Population by Age Category 1995, 2000, 2005



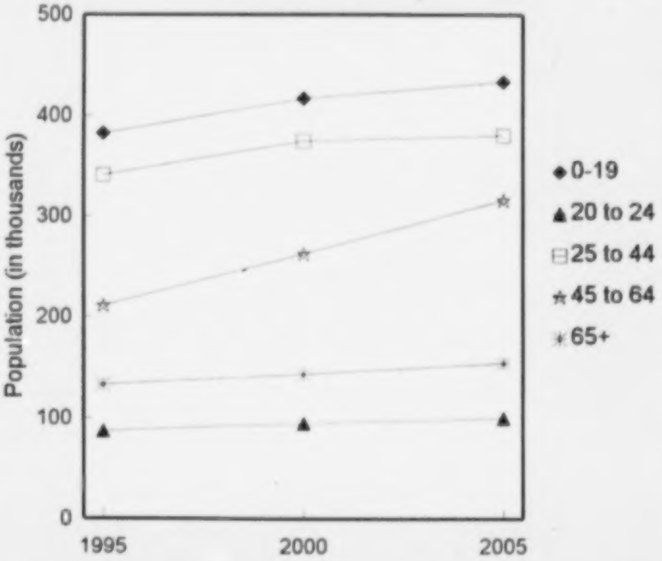
Source: US Bureau of the Census, 1994

Indicator 1

By 2005, 7.2 percent of Idaho residents will fall in the traditional college age group (20-24 years of age) compared to 7.5 percent in 1995.

See Part IV, Table 1

Projected Change in Population by Age Category 1995, 2000, 2005



Source: US Bureau of Census, 1994

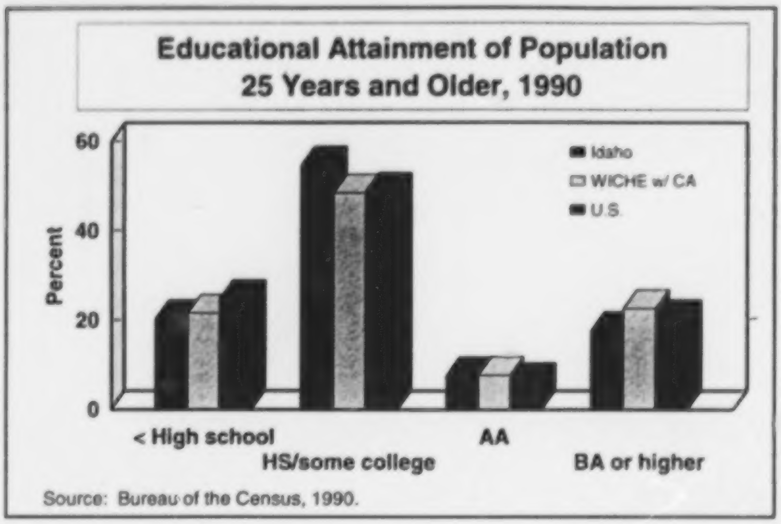
106

Indicator 2

The largest projected change (50 percent or 105,000 people) in Idaho's population will occur in the 45-to-64-year-old age group.

See Part IV, Table 1

IDAHO

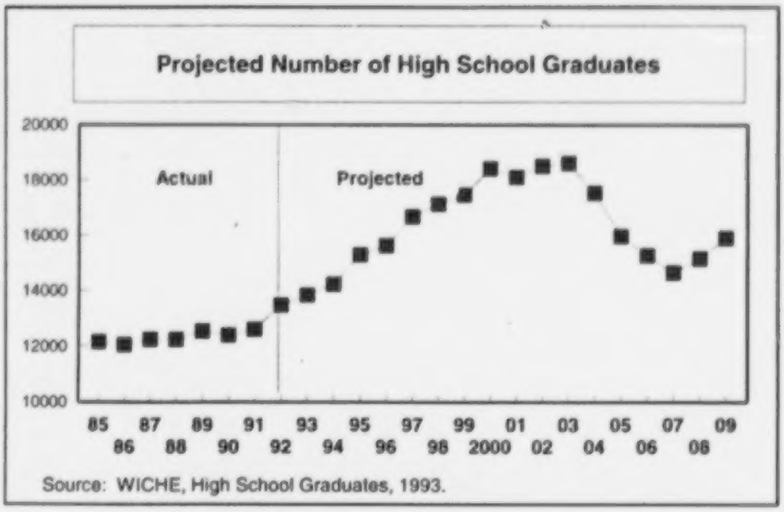


Source: Bureau of the Census, 1990.

Indicator 3

On average, Idaho residents over age 25 tend to have less baccalaureate-level education than people in this age group nationally.

See Part IV, Table 2

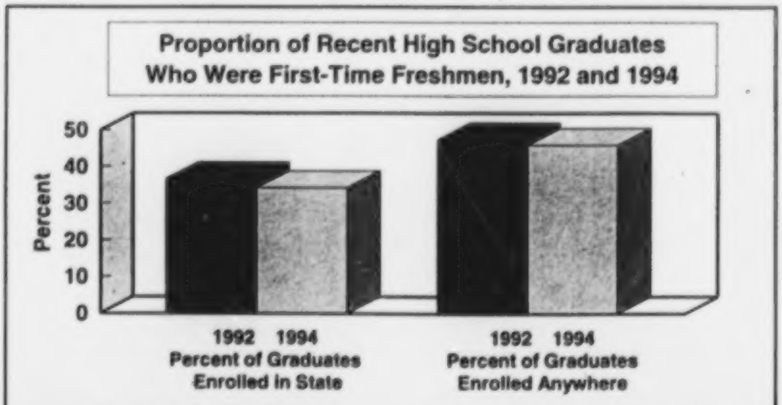


Source: WICHE, High School Graduates, 1993.

Indicator 4

Projections indicate that Idaho will have 350 or two percent fewer high school graduates in 2005-06 than in 1995-96.

See Part IV, Table 3



Sources: WICHE, High School Graduates, Projections by State, 1992 to 2009, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992 and 1994.

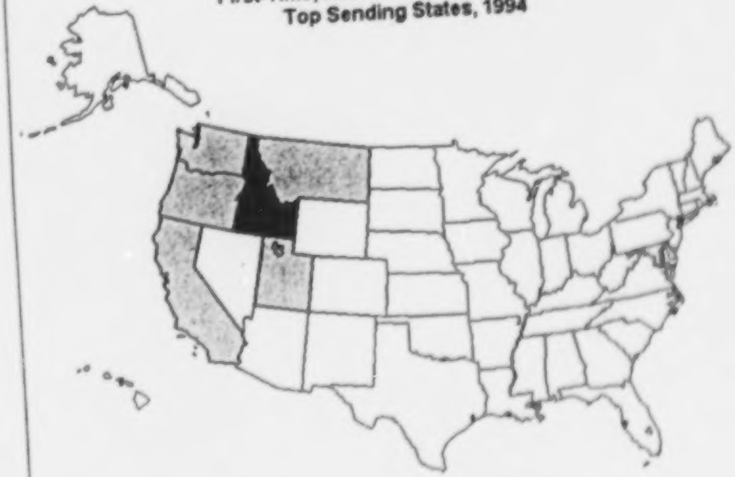
Indicator 5

The proportion of recent high school graduates that enrolled in Idaho declined between 1992 and 1994, and the proportion that enrolled anywhere also declined.

See Part IV, Table 4

IDAHO

In-Migrants Idaho:
First-Time, First-Year College Students*
Top Sending States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

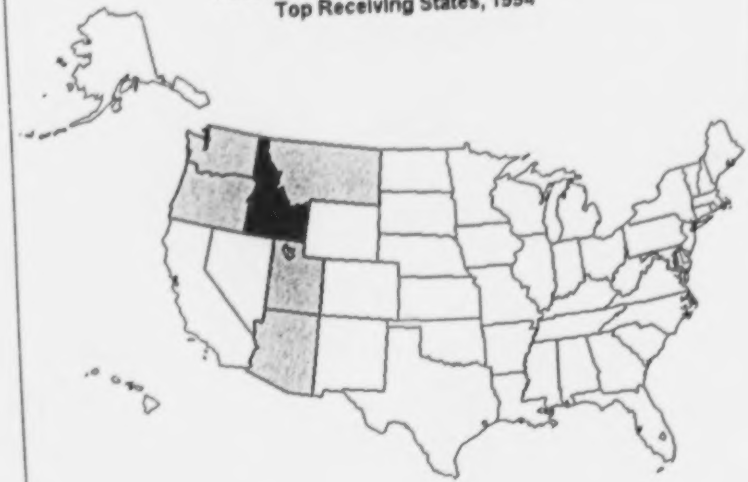
Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

Indicator 6

More than 27 percent of the first-time freshmen enrolled in Idaho in 1994 were nonresidents. Of these 63 percent came from five states: California, Montana, Oregon, Utah, and Washington.

See Part IV, Table 5

Out-Migrants Idaho:
First-Time, First-Year College Students*
Top Receiving States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

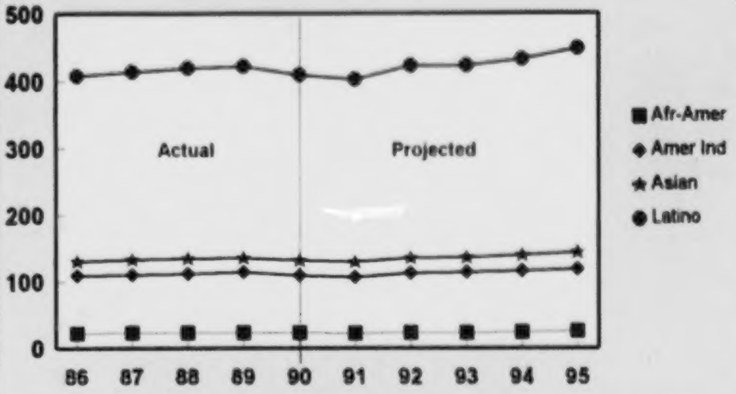
Indicator 7

More than 20 percent of the Idaho residents who were enrolled as first-time freshmen in 1994 were enrolled out-of-state.

See Part IV, Table 5

IDAHO

Trends in the Number of High School Graduates by Race/Ethnicity, 1985-86 through 1994-95



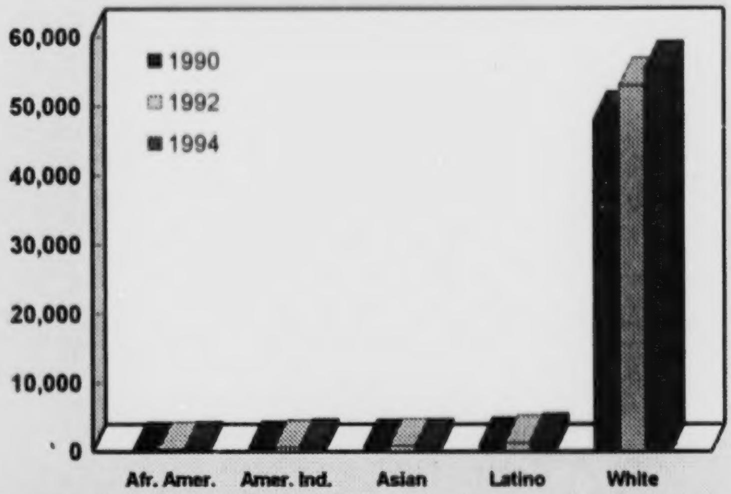
Source: WICHE, The Road to College: Educational Progress by Race and Ethnicity, 1991.

Indicator 8

Increases in the numbers of high school graduates across racial/ethnic groups was projected to be modest between 1985 and 1994.

See Part IV, Table 6

College Enrollment by Race and Ethnicity Fall 1990, 1992, and 1994



Source: National Center for Education Statistcs, Integrated Postsecondary Data System, Fall Enrollment survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

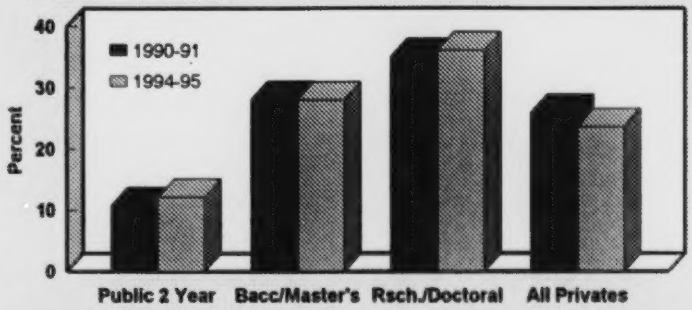
Indicator 9

In Idaho, the number of students from all major racial/ethnic groups continued to grow between 1992 and 1994.

See Part IV, Table 7

IDAHO

Undergraduate FTE Enrollments in Institutions of Higher Education by Sector, 1990-91 and 1994-95



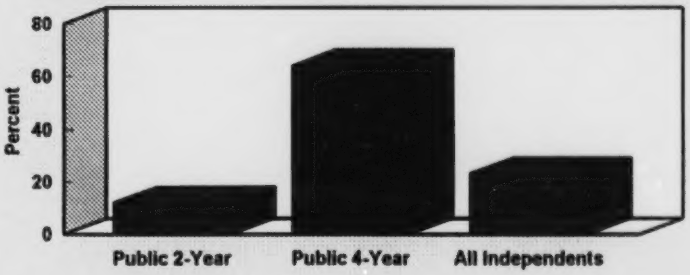
Sources: National Center for Education Statistics, IPEDS Fall Enrollment Survey, 1990 and 1994.

Indicator 10

Public two-year and research/doctoral institutions increased their enrollment shares between 1990 and 1994.

See Part IV, Table 9

Undergraduate FTE Enrollments in Institutions of Higher Education By Sector, 1995-96--Unaudited



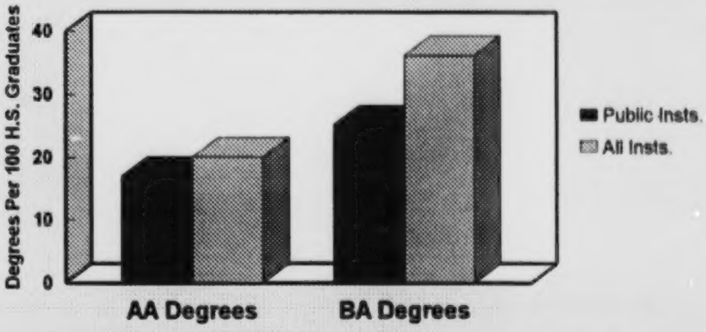
Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data suggest that the two-year and research/doctoral institutions will maintain their enrollment share increases.

See Part IV, Table 8

Degree Production Per 100 High School Graduates 1993-94



Sources: WICHE, High School Graduates, Projections by State 1992-2009; National Center for Education Statistics, IPEDS Completions Survey, 1993.

Indicator 12

The state's public institutions produced about 31 baccalaureate degrees in 1994 for every 100 1990 high school graduates

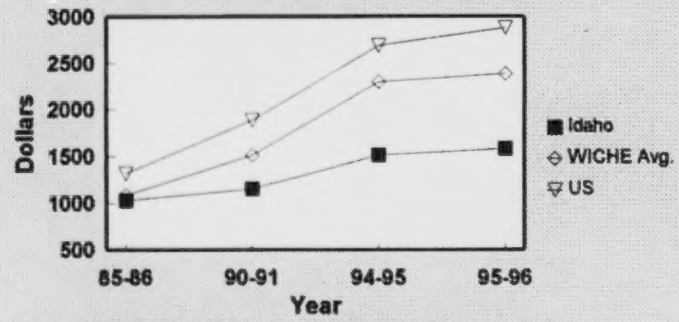
See Part IV, Table 10

IDAHO

Indicator 13

Idaho's resident undergraduate tuition and fees at public four-year institutions increased less than the regional increase between 1990 and 1995 and are still well below the regional average.

Resident Undergraduate Tuition and Fees at Public Four-Year Institutions



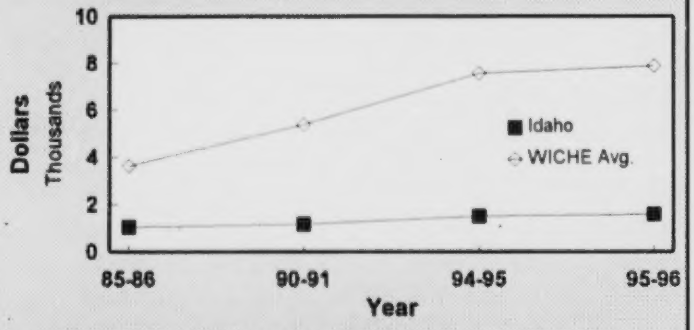
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

See Part IV, Table 11

Indicator 14

Nonresident undergraduate tuition and fees increased by 110.1 percent between 1990 and 1995.

Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions



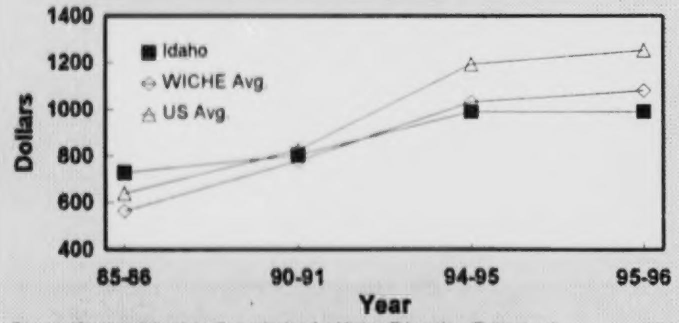
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

See Part IV, Table 11

Indicator 15

Tuition and fees at Idaho's two-year colleges increased 23.4 percent between 1990 and 1995.

Resident In-District Tuition and Fees at Public Two-Year Institutions

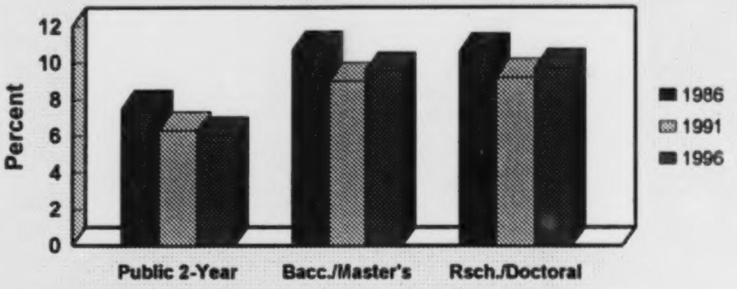


Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

See Part IV, Table 12

IDAHO

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

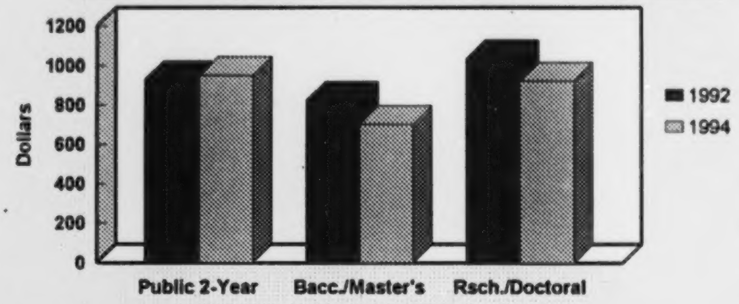
Indicator 16

Between 1986 and 1996, the portion of per capita disposable income dedicated to tuition and fees for students at most institutions decreased from 1986-1996.

See Part IV, Table 13

Revised 4/10/97

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



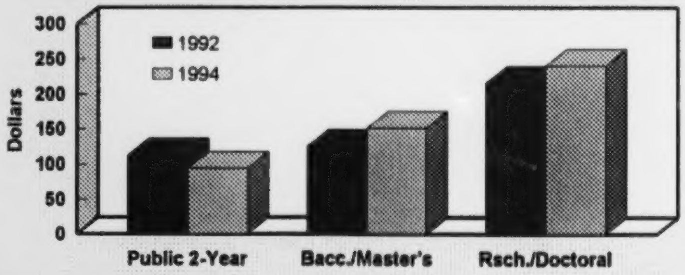
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted financial aid per FTE undergraduate student increased at two-year but decreased at baccalaureate/master's and research/doctoral institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

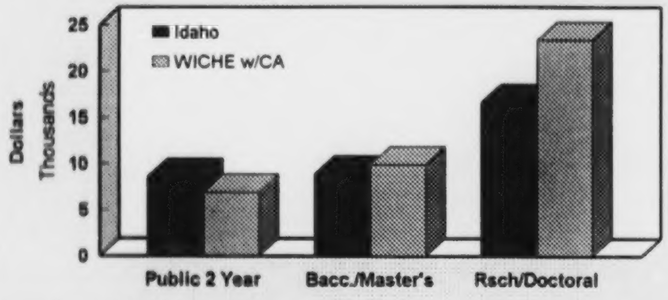
Indicator 18

Baccalaureate/master's and research/doctoral institutions increased their allocations of unrestricted financial aid per FTE student between 1992 and 1994.

See Part IV, Table 15

IDAHO

Education and General Expenditures Per FTE Student, Fiscal Year 1994



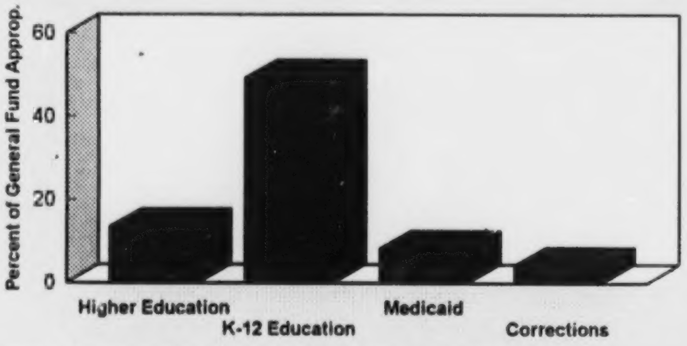
Source: National Center for Educational Statistics, IPEDS Finance Surveys, Fiscal Year 1994, and Fall Enrollment Survey, 1993-94.

Indicator 19

In FY 94, Idaho's public two-year colleges expended more on average per undergraduate FTE than the regional average, while baccalaureate/master's and research/doctoral institutions spent less.

See Part IV, Table 19

State Approp. to Higher Education, K-12 Education, Medicaid, and Corrections as a Percent of Total Appropriations, FY1996



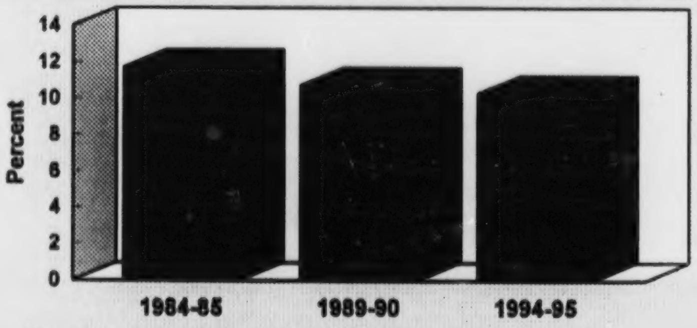
Source: National Conference of State Legislatures, State Budget Action, 1995.

Indicator 20

In FY96, higher education received about 13.5 percent of state appropriations in Idaho.

See Part IV, Table 20

State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95



Source: Research Associates of Washington, State Profiles: Financing Public Higher Education, October 1994 and October 1995.

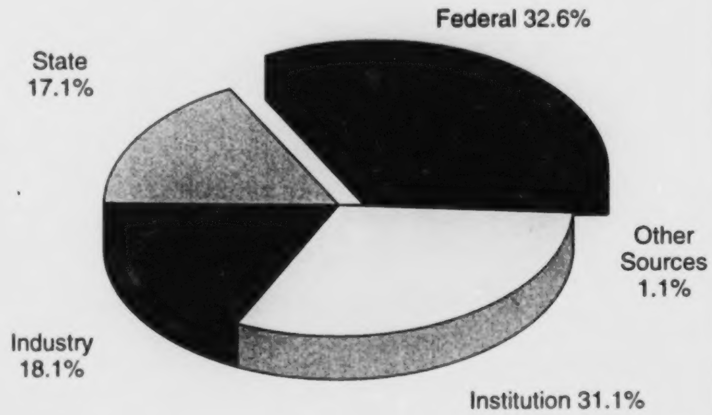
Indicator 21

In the five-year period 1989 to 1994, higher education's share of state appropriations in Idaho declined from 10.7 to 10.3 percent.

See Part IV, Table 21

IDAHO

Research and Development Expenditures by Revenue Source, Public Institutions, 1994



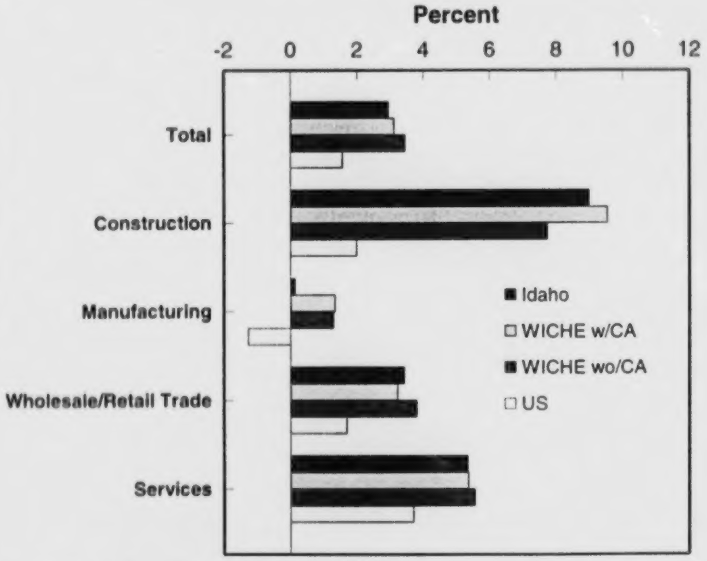
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 22

In FY94, 32.6 percent of R&D expenditures came from federal sources and another 17.1 percent came from the state.

See Part IV, Table 23

Employment Changes in Selected Industry Sectors January 1995 - January 1996



Source: US Bureau of Labor Statistics, 1996

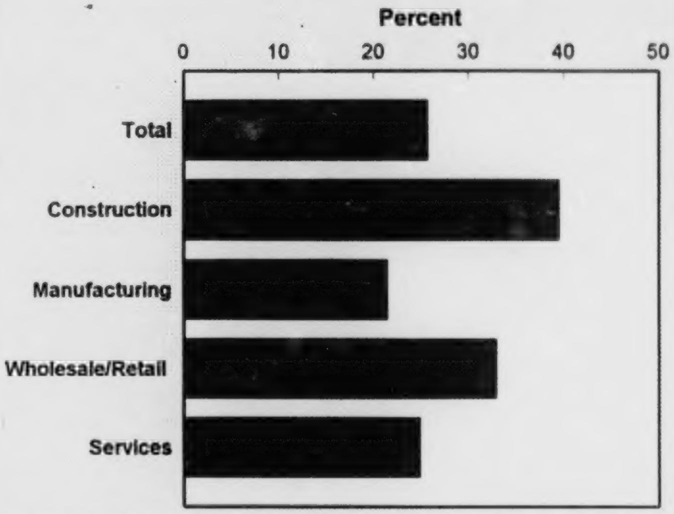
Indicator 23

Though employment in Idaho increased during 1995, the gains were usually below those of the region as a whole.

See Part IV, Table 24

IDAHO

Projected Change in Employment in Selected Industry Sectors, 1994 - 2005



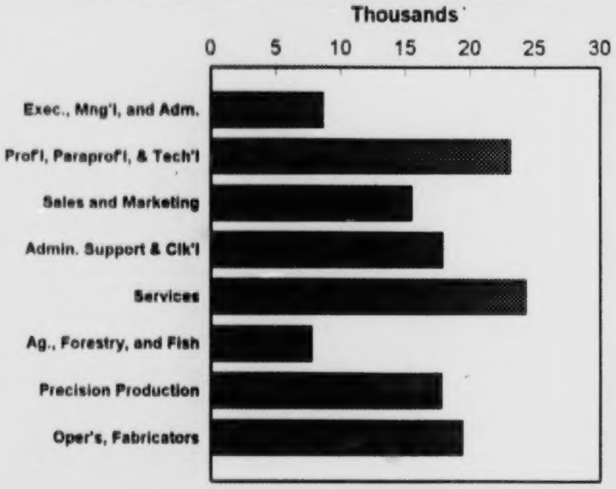
Source: Unpublished data from Idaho Department of Labor, Research and Analysis Bureau

Indicator 24

The projected growth in employment in Idaho between 1994 and 2005 will range from 21.4 percent in manufacturing to 39.5 percent in construction.

See Part IV, Table 25

Projected Numerical Change in Employment in Major Occupational Categories, 1994 - 2005



*Note: See Table 26 for complete category names
Source: Unpublished data from the Idaho Department of Labor, Research and Analysis Bureau

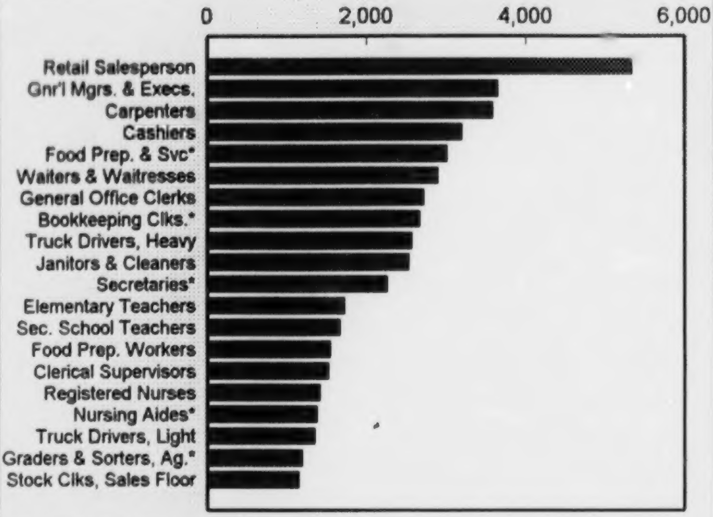
Indicator 25

Professional, Paraprofessional, and Technician occupations, which often require postsecondary education, are projected to account for about 17 percent of total employment growth in Idaho between 1994 and 2005. Service occupations, which often require no more than a high school education, will account for another 18 percent.

See Part IV, Table 26

IDAHO

20 Occupations Projected to Have the Largest Numerical Growth, 1994 - 2005



*See Table 27 for complete occupational names.

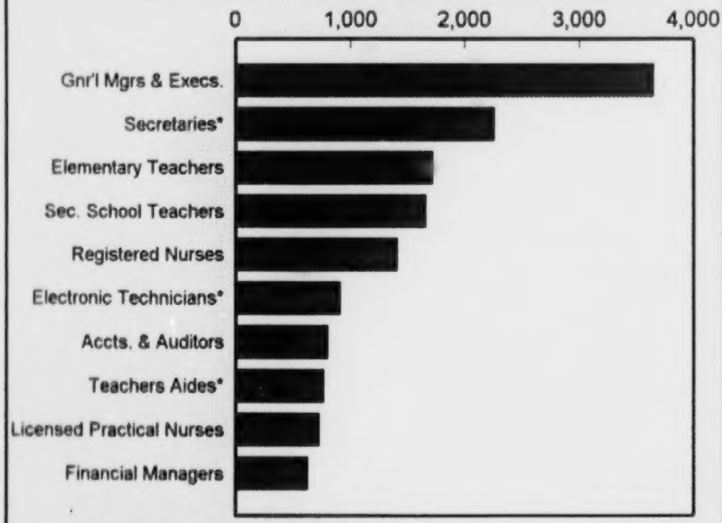
Source: Unpublished data from the Idaho Department of Employment, Research and Analysis

Indicator 26

These 20 occupations are projected to account for 35 percent of total employment growth in Idaho between 1994 and 2005.

See Part IV, Table 27

10 Occupations Requiring Postsecondary Education with the Largest Numerical Growth, 1994 - 2005



*See Table 28 for complete occupational names.

Source: Unpublished data from the Idaho Department of Employment, Research and Analysis

Indicator 27

Like the nation as a whole, growth in occupations requiring postsecondary education in Idaho is expected to be concentrated in a few fields: health care, business, computers and electronics, and education.

See Part IV, Table 28

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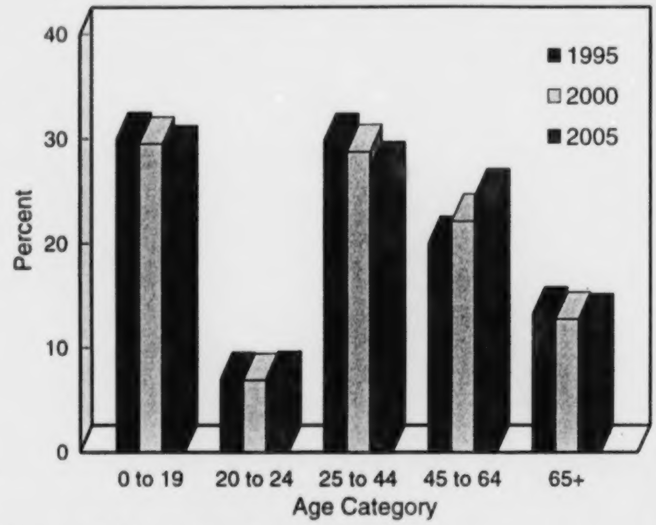
MONTANA

Percent of Total Population by Age Category 1995, 2000, 2005



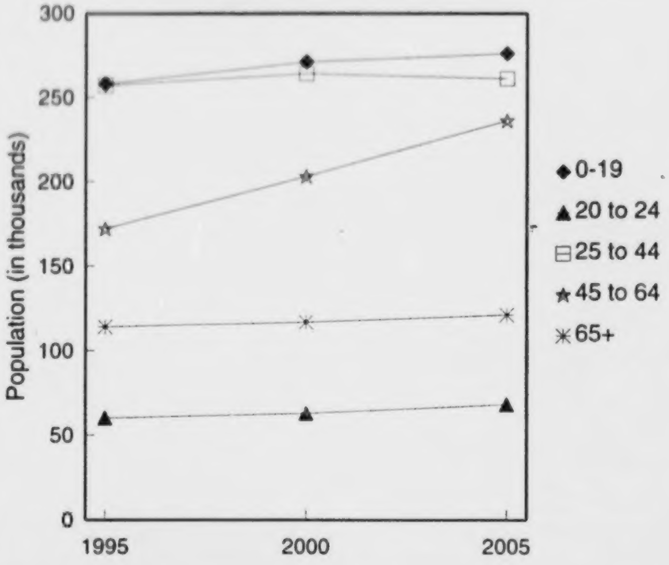
Source: US Bureau of the Census, 1994

Indicator 1

By 2005, 7.1 percent of Montana residents will fall in the traditional college age group (20-24 years of age) compared to seven percent in 1995.

See Part IV, Table 1

Projected Change in Population by Age Category 1995, 2000, 2005



Source: US Bureau of Census, 1994

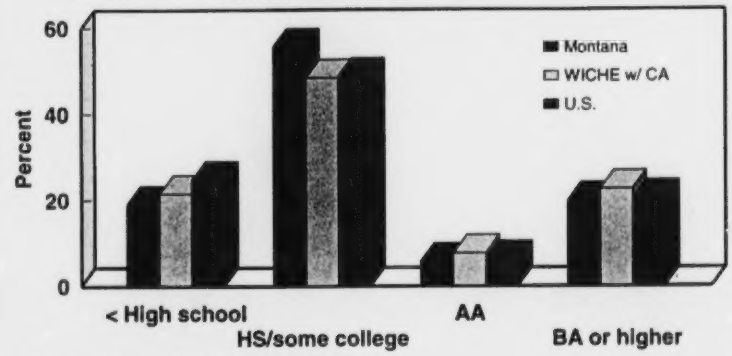
Indicator 2

The largest projected change (37 percent or 64,000 people) in Montana's population will occur in the 45-to-64-year-old age group.

See Part IV, Table 1

MONTANA

Educational Attainment of Population 25 Years and Older, 1990



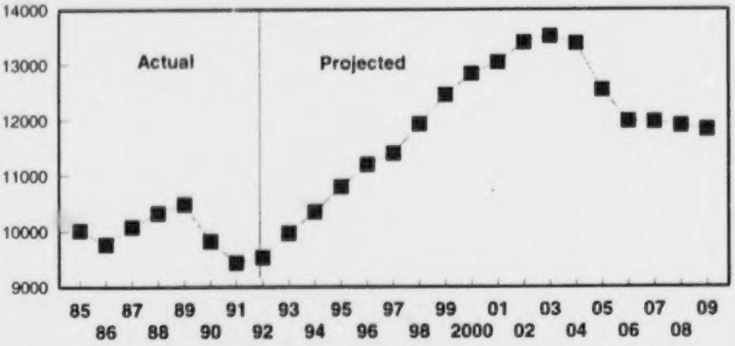
Source: Bureau of the Census, 1990.

Indicator 3

On average, Montana residents over age 25 tend to have less postsecondary education than people in this age group nationally.

See Part IV, Table 2

Projected Number of High School Graduates



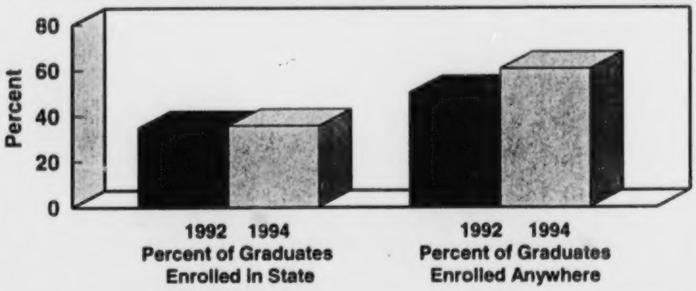
Source: WICHE, High School Graduates, 1993.

Indicator 4

Projections indicate that Montana will have 777 or seven percent more high school graduates in 2005-06 than in 1995-96.

See Part IV, Table 3

Proportion of Recent High School Graduates Who Were First-Time Freshmen, 1992 and 1994



Sources: WICHE, High School Graduates, Projections by State, 1992 to 2009, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992 and 1994.

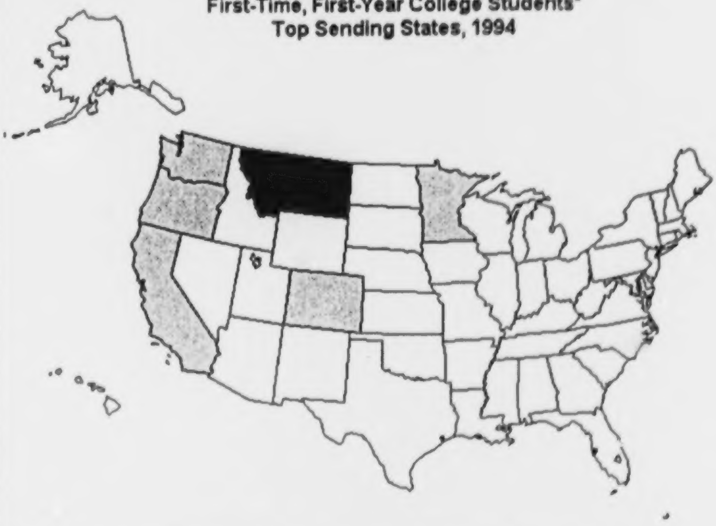
Indicator 5

The proportion of recent high school graduates that enrolled in Montana increased between 1992 and 1994, and the proportion that enrolled anywhere also increased.

See Part IV, Table 4

MONTANA

In-Migrants Montana:
First-Time, First-Year College Students*
Top Sending States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

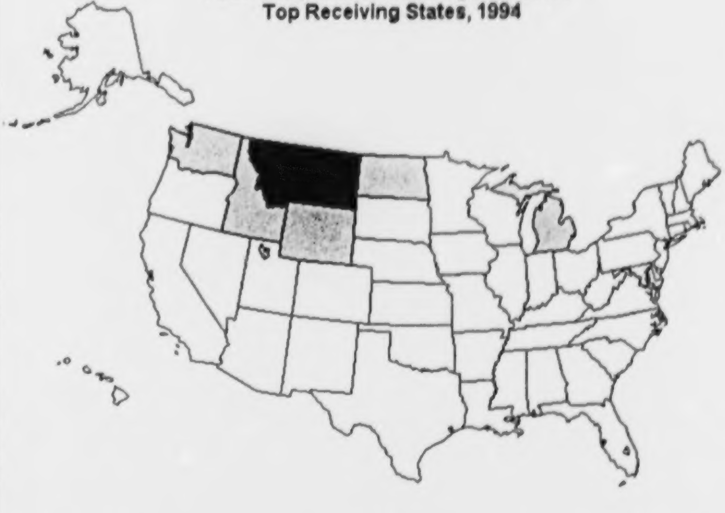
Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

Indicator 6

More than 23 percent of the fisrt-time freshmen enrolled in Montana in 1994 were nonresidents. Of these, 43 percent came from five states: California, Colorado, Minnesota, Oregon, and Washington.

See Part IV, Table 5

Out-Migrants Montana:
First-Time, First-Year College Students*
Top Receiving States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

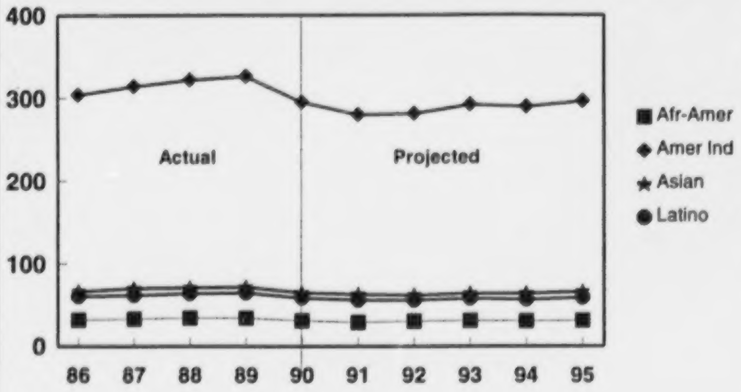
Indicator 7

More than 27 percent of Montana residents who were enrolled as first-time freshmen in 1994 were enrolled out-of-state.

See Part IV, Table 5

MONTANA

Trends in the Number of High School Graduates by Race/Ethnicity, 1985-86 through 1994-95



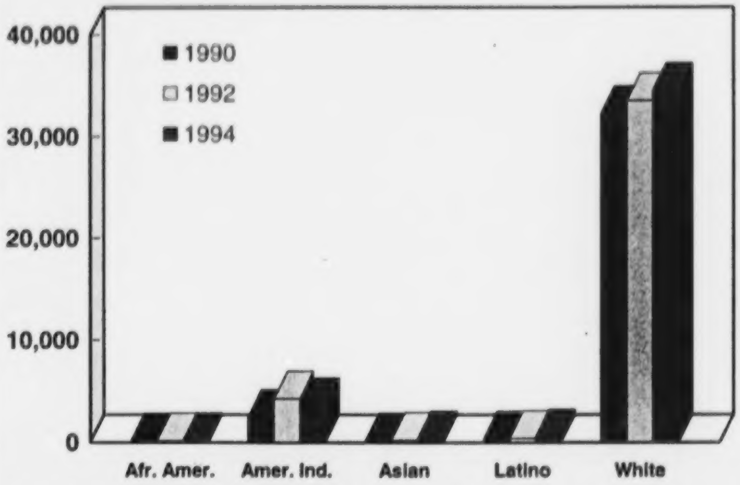
Source: WICHE, The Road to College: Educational Progress by Race and Ethnicity, 1991.

Indicator 8

Increases in the numbers of high school graduates across racial/ethnic groups was projected to be modest between 1985 and 1994.

See Part IV, Table 6

College Enrollment by Race and Ethnicity Fall 1990, 1992, and 1994



Source: National Center for Education Statistcs, Integrated Postsecondary Data System, Fall Enrollment survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

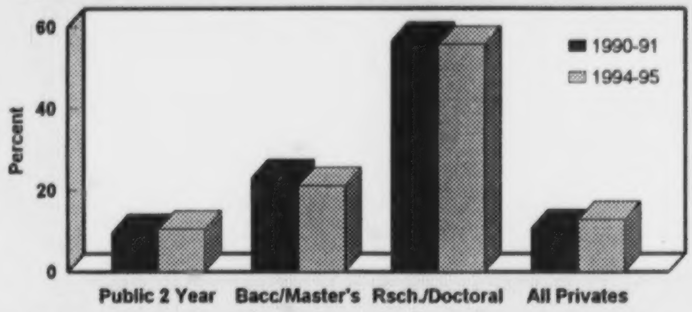
Indicator 9

In Montana, with the exception of American Indians, the number of students from each major racial/ethnic group grew between 1992 and 1994.

See Part IV, Table 7

MONTANA

Undergraduate FTE Enrollments in Institutions of Higher Education by Sector, 1990-91 and 1994-95



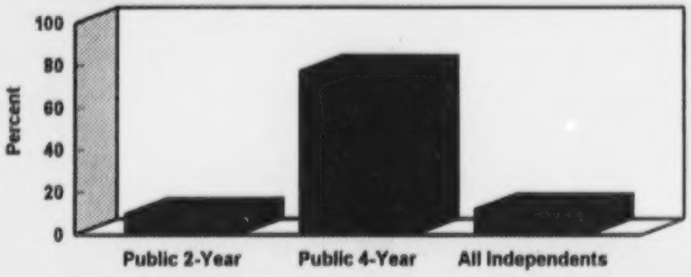
Sources: National Center for Education Statistics, IPEDS Fall Enrollment Survey, 1990 and 1994.

Indicator 10

Public two-year colleges and independent institutions increased enrollment shares between 1990 and 1994 while other public institutions lost shares.

See Part IV, Table 9

Undergraduate FTE Enrollments in Institutions of Higher Education By Sector, 1995-96--Unaudited



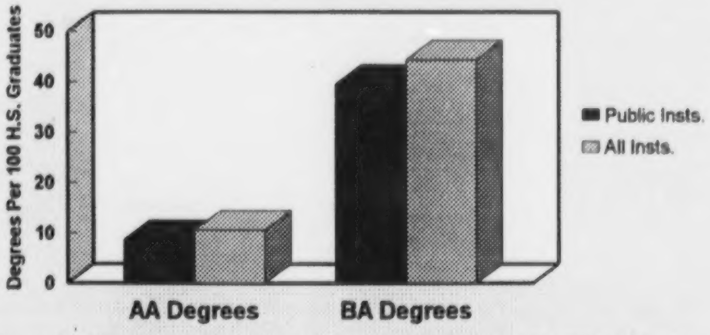
Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data suggest that the community colleges and independent institutions will maintain their share increases.

See Part IV, Table 8

Degree Production Per 100 High School Graduates 1993-94



Sources: WICHE, High School Graduates, Projections by State 1992-2009; National Center for Education Statistics, IPEDS Completions Survey, 1993.

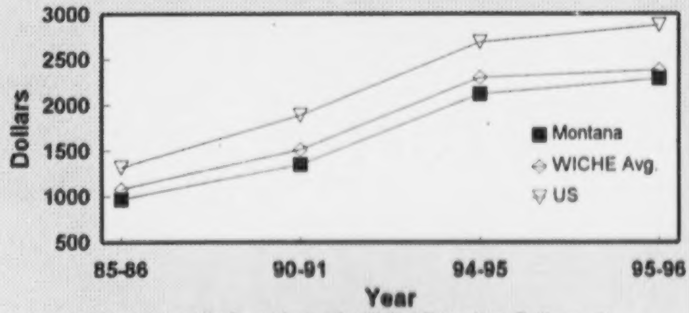
Indicator 12

The state's public institutions produced about 40 baccalaureate degrees in 1994 for every 100 1990 high school graduates.

See Part IV, Table 10

MONTANA

Resident Undergraduate Tuition and Fees at Public Four-Year Institutions



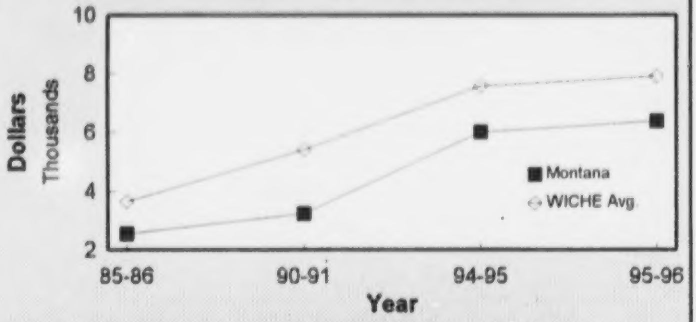
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 13

Montana's resident undergraduate tuition and fees at public four-year institutions increased somewhat less than the regional increase between 1990 and 1995 and are slightly below the regional average.

See Part IV, Table 11

Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions



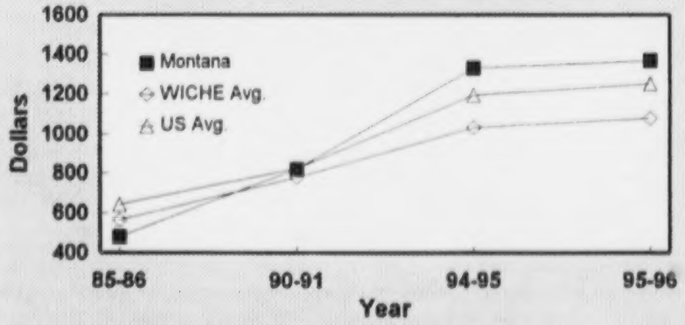
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 14

Nonresident undergraduate tuition and fees increased by 97.6 percent between 1990 and 1995.

See Part IV, Table 11

Resident In-District Tuition and Fees at Public Two-Year Institutions



Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

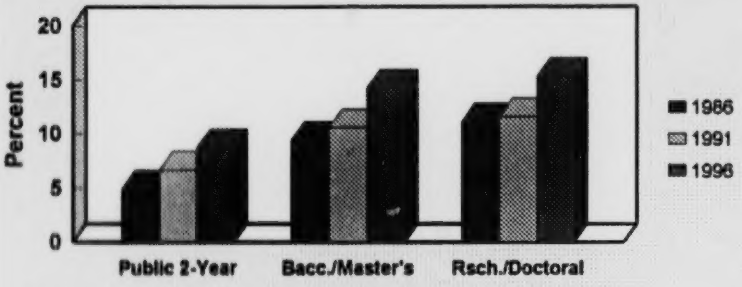
Indicator 15

Tuition and fees at Montana's two-year colleges increased by 66.5 percent between 1990 and 1995.

See Part IV, Table 12

MONTANA

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

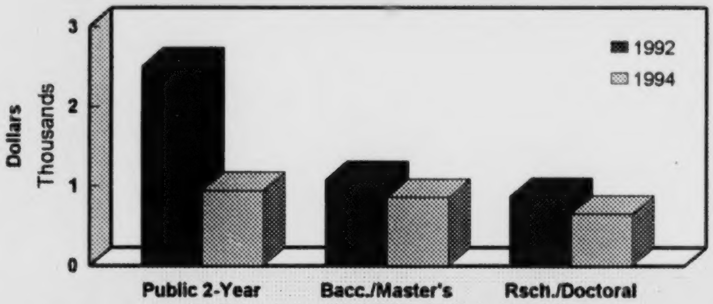
Indicator 16

Between 1986 and 1996, the portion of per capita disposable income dedicated to tuition and fees increased approximately 4 percent for students at most public institutions.

See Part IV, Table 13

Revised 4/10/97

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



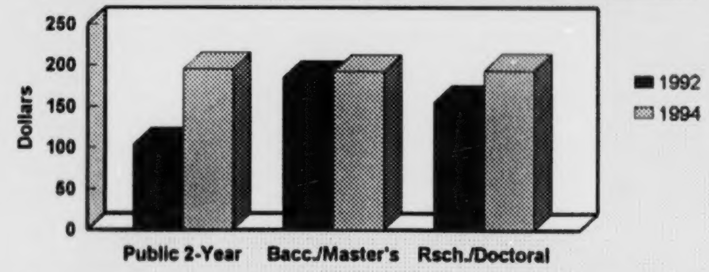
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted financial aid per FTE undergraduate student decreased at public institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

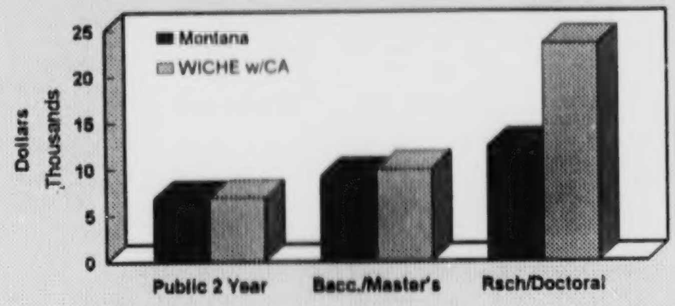
Indicator 18

Public institutions allocated larger amounts of unrestricted financial aid per FTE student in 1994 than in 1992.

See Part IV, Table 15

MONTANA

Education and General Expenditures Per FTE Student, Fiscal Year 1994



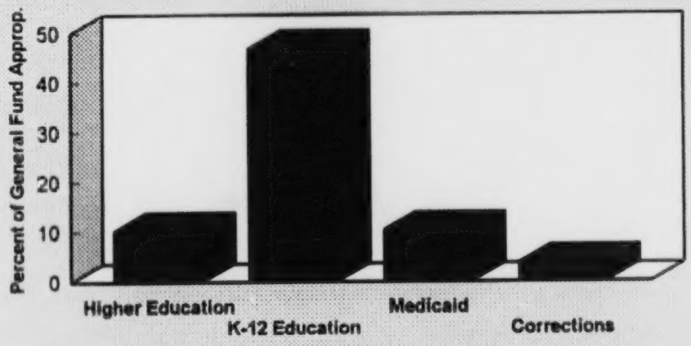
Source. National Center for Educational Statistics, IPEDS Finance Surveys, Fiscal Year 1994; and Fall Enrollment Survey, 1993-94.

Indicator 19

In FY94, Montana's public two-year colleges and universities expended less on average per undergraduate FTE than the regional average.

See Part IV, Table 19

State Approp. to Higher Education, K-12 Education, Medicaid, and Corrections as a Percent of Total Appropriations, FY1996



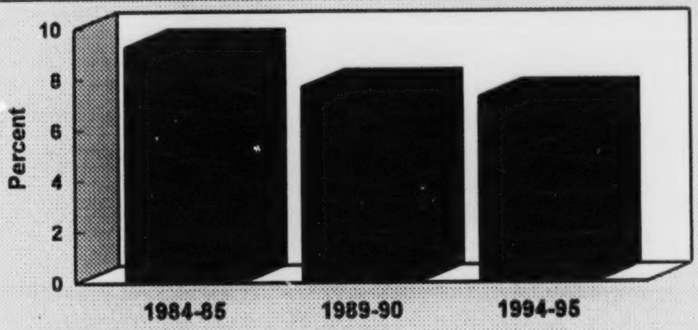
Source: National Conference of State Legislatures, State Budget Action, 1995.

Indicator 20

In FY96, higher education received about 10.3 percent of state appropriations in Montana.

See Part IV, Table 20

State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95



Source: Research Associates of Washington, State Profiles: Financing Public Higher Education, October 1994 and October 1995.

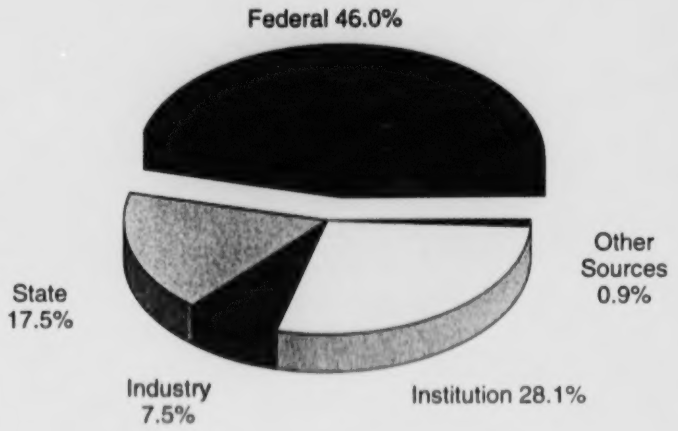
Indicator 21

In the five-year period 1989 to 1994, higher education's share of state appropriations in Montana declined from 7.7 to 7.3 percent.

See Part IV, Table 21

MONTANA

Research and Development Expenditures by Revenue Source, Public Institutions, 1994



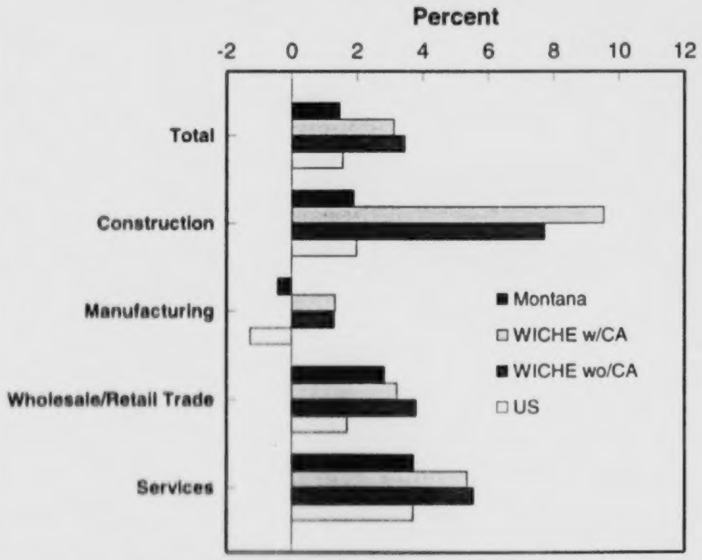
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 22

In FY94, 46 percent of R&D expenditures came from federal sources and another 17.5 percent came from the state.

See Part IV, Table 23

Employment Changes in Selected Industry Sectors January 1995 - January 1996



Source: US Bureau of Labor Statistics, 1996

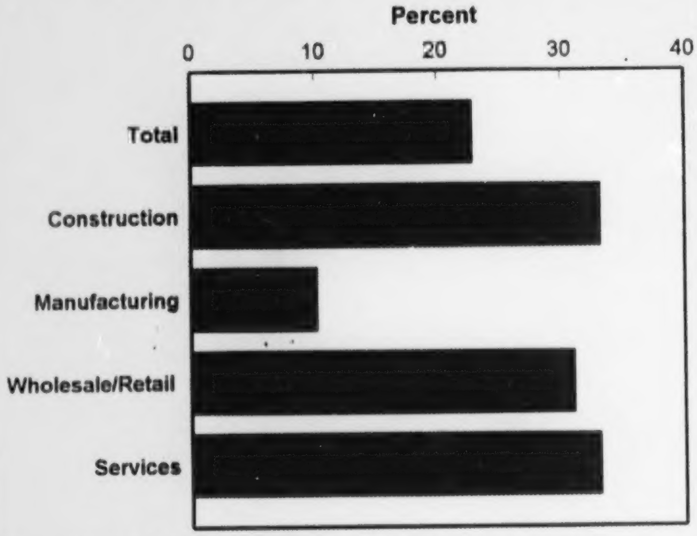
Indicator 23

Employment gains in Montana during 1995 were generally below those of the region as a whole.

See Part IV, Table 24

MONTANA

Projected Change in Employment in Selected Industry Sectors, 1994 - 2005



Source: Unpublished data from Montana Department of Labor and Industry, Research and Analysis Bureau

Indicator 24

The projected growth in employment in Montana between 1994 and 2005 will range from 10.2 percent in manufacturing to 33.2 percent in construction.

See Part IV, Table 25

Projected Numerical Change in Employment in Major Occupational Categories

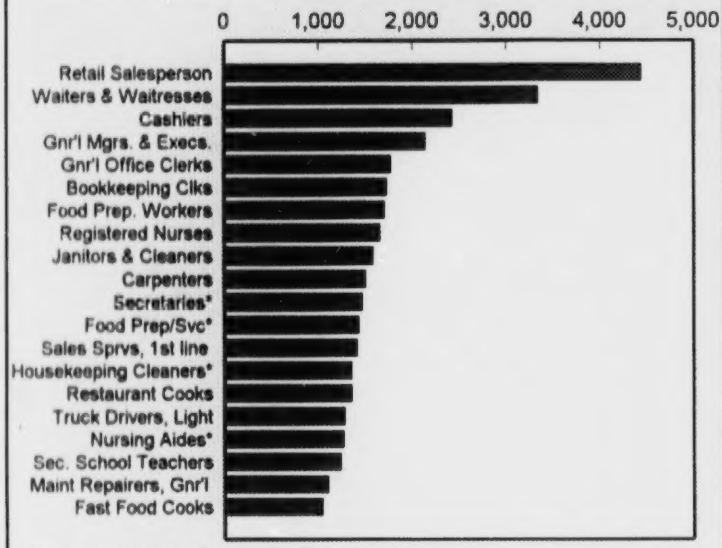
No current data on Montana were available at the time of publication.

Indicator 25

See Part IV, Table 26

MONTANA

20 Occupations Projected to Have the Largest Numerical Growth, 1994 - 2005



*See Table 27 for complete occupational names.

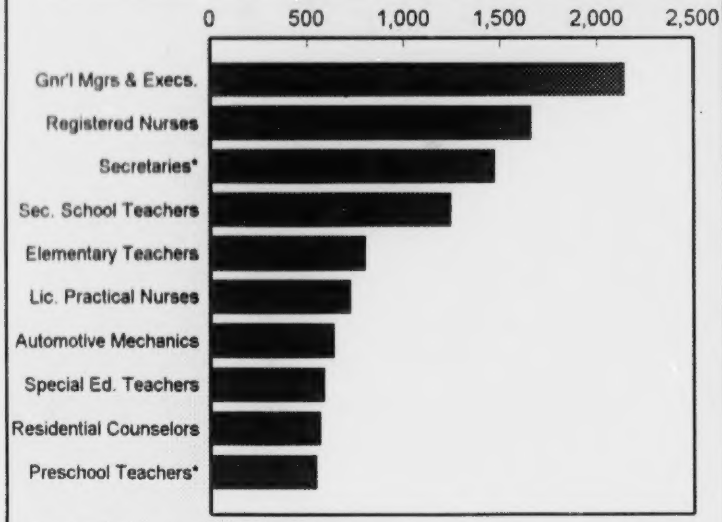
Source: Unpublished data from Montana Department of Labor and Industry, Research and Analysis Bureau.

Indicator 26

Only five of these 20 occupations require postsecondary education.

See Part IV, Table 27

10 Occupations Requiring Postsecondary Education with the Largest Numerical Growth, 1994 - 2005



*See Table 28 for complete occupational names.

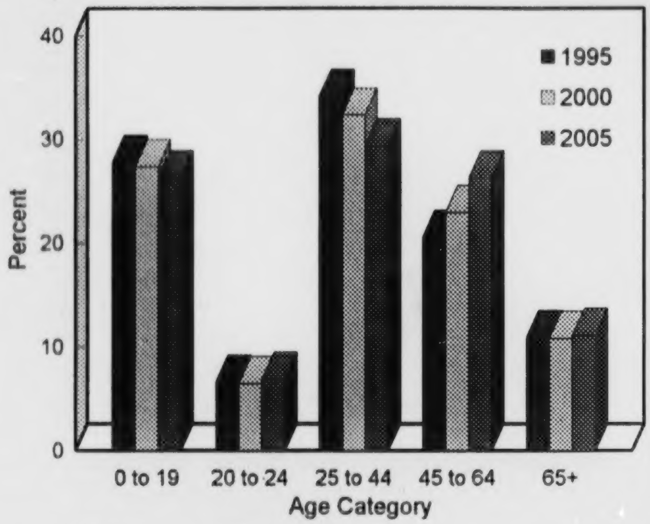
Source: Unpublished data from Montana Department of Labor and Industry, Research and Analysis Bureau.

Indicator 27

Four of the top ten growth occupations requiring postsecondary education in Montana are in elementary-secondary education.

See Part IV, Table 28

NEVADA



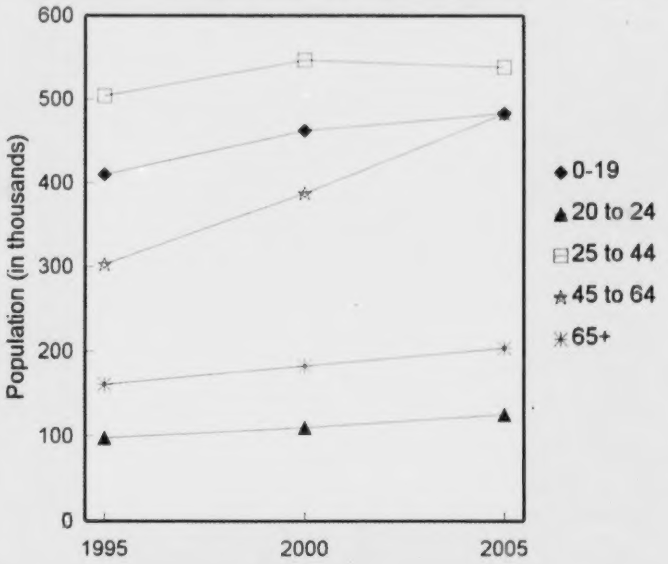
Percent of Total Population by Age Category 1995, 2000, 2005

Source: US Bureau of the Census, 1994

Indicator 1

By 2005, 6.9 percent of Nevada residents will fall in the traditional college age group (20-24 years of age) compared to 6.6 percent in 1995.

See Part IV, Table 1



Projected Change in Population by Age Category 1995, 2000, 2005

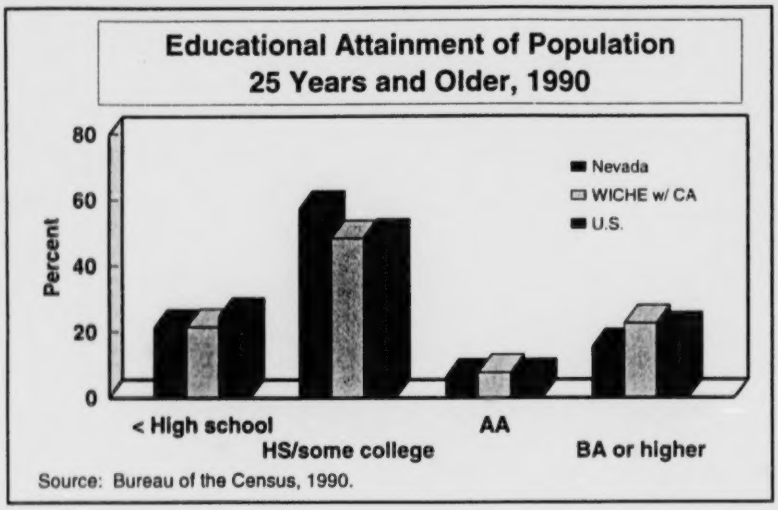
Source: US Bureau of Census, 1994

Indicator 2

The largest projected change (59 percent or 180,000 people) in Nevada's population will occur in the 45-to-64-year-old age group.

See Part IV, Table 1

NEVADA

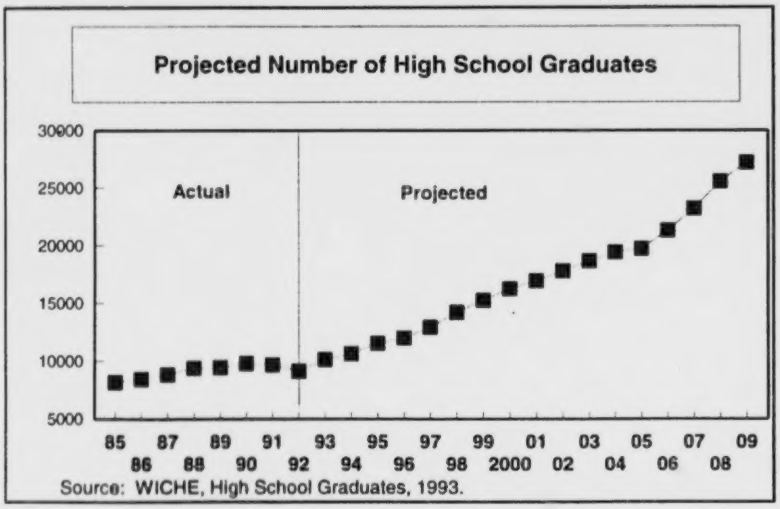


Source: Bureau of the Census, 1990.

Indicator 3

On average, Nevada residents over age 25 tend to have less postsecondary education than people in this age group nationally.

See Part IV, Table 2

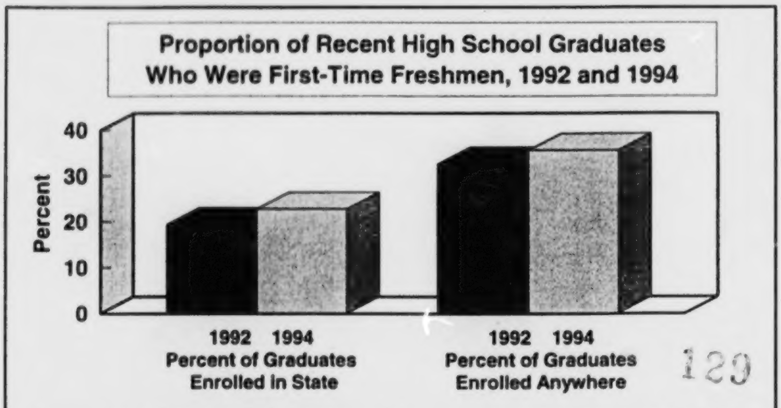


Source: WICHE, High School Graduates, 1993.

Indicator 4

Projections indicate that Nevada will have 9,301 or 77 percent more high school graduates in 2005-06 than in 1995-96.

See Part IV, Table 3



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Sources: WICHE, High School Graduates, Projections by State, 1992 to 2009, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992 and 1994.

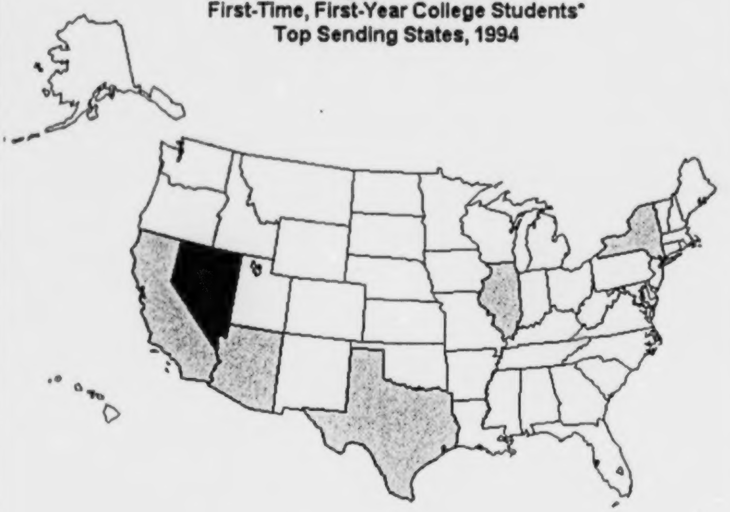
Indicator 5

The proportion of recent high school graduates that enrolled in Nevada increased between 1992 and 1994, and the proportion that enrolled anywhere also increased.

See Part IV, Table 4

NEVADA

In-Migrants Nevada:
First-Time, First-Year College Students*
Top Sending States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

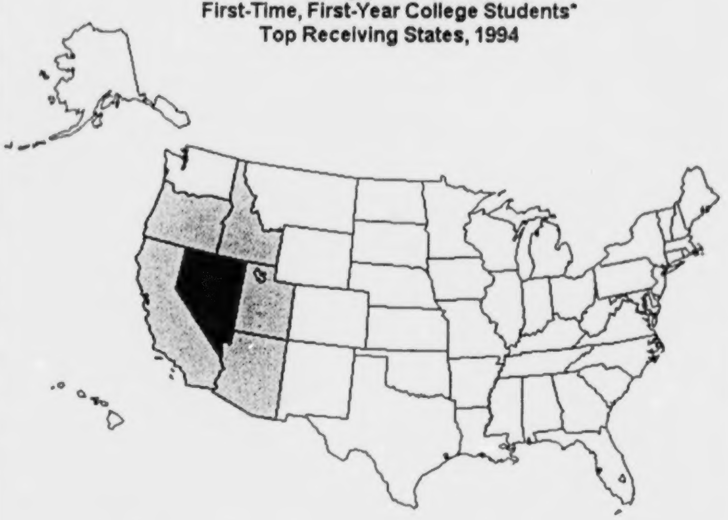
Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

Indicator 6

More than 31 percent of the first-time freshmen enrolled in Nevada in 1994 were nonresidents. Of these, approximately 55 percent came from five states: Arizona, California, Illinois, New York and Texas.

See Part IV, Table 5

Out-Migrants Nevada:
First-Time, First-Year College Students*
Top Receiving States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

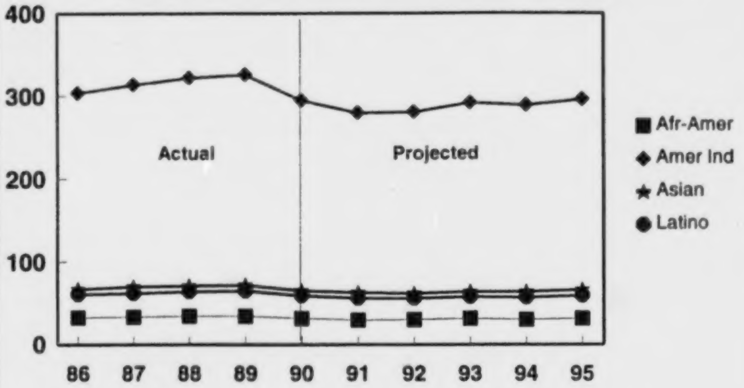
Indicator 7

More than 20 percent of the Nevada residents who were enrolled as first-time freshmen in 1994 were enrolled out-of-state.

See Part IV, Table 5

NEVADA

Trends in the Number of High School Graduates by Race/Ethnicity, 1985-86 through 1994-95



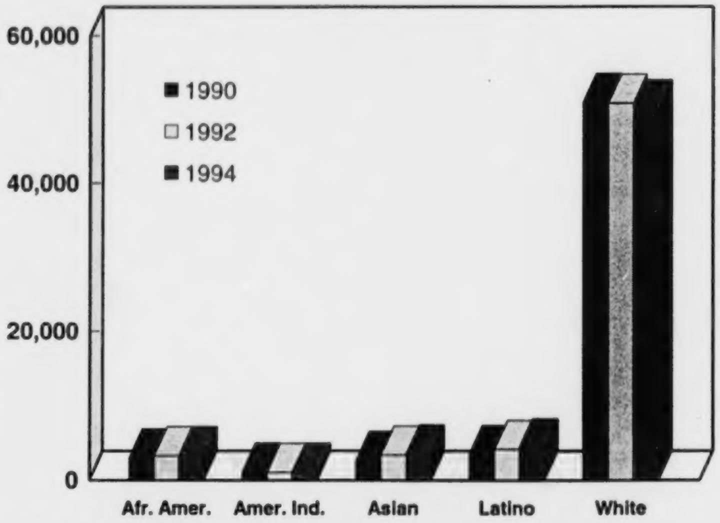
Source: WICHE, The Road to College: Educational Progress by Race and Ethnicity, 1991.

Indicator 8

Increases in the numbers of high school graduates across racial/ethnic groups was projected to be modest between 1985 and 1994.

See Part IV, Table 6

College Enrollment by Race and Ethnicity Fall 1990, 1992, and 1994



Source: National Center for Education Statistcs, Integrated Postsecondary Data System, Fall Enrollment survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

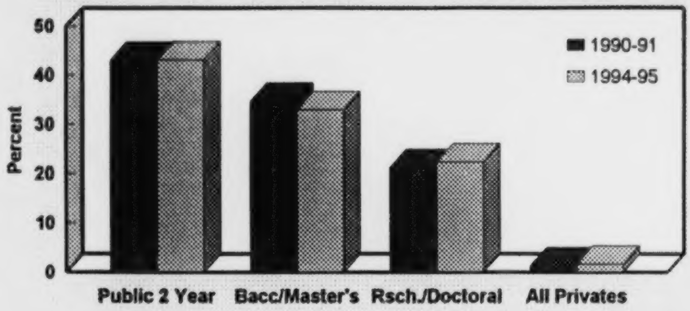
Indicator 9

In Nevada, with the exception of whites, the number of students from each racial/ethnic group continued to increase between 1992 and 1994.

See Part IV, Table 7

NEVADA

Undergraduate FTE Enrollments in Institutions of Higher Education by Sector, 1990-91 and 1994-95



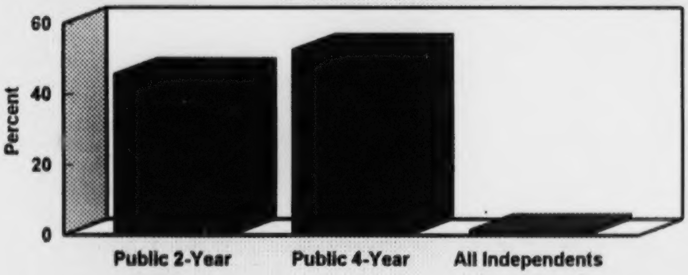
Sources: National Center for Education Statistics, IPEDS Fall Enrollment Survey, 1990 and 1994.

Indicator 10

Research/doctoral institutions increased their enrollment shares between 1990 and 1994 while baccalaureate/ master's institutions lost shares.

See Part IV, Table 9

Undergraduate FTE Enrollments in Institutions of Higher Education By Sector, 1995-96--Unaudited



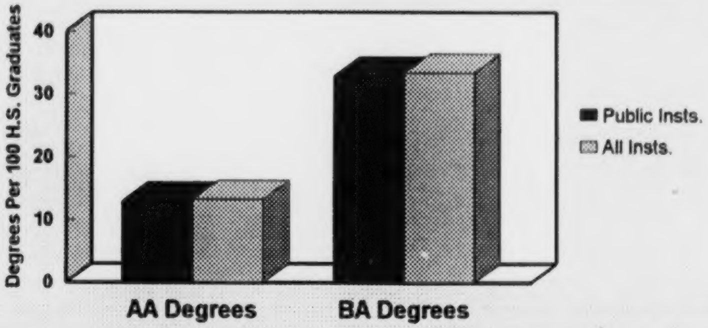
Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data suggest that the community colleges will increase their enrollment share.

See Part IV, Table 8

Degree Production Per 100 High School Graduates 1993-94



Sources: WICHE, High School Graduates, Projections by State 1992-2009; National Center for Education Statistics, IPEDS Completions Survey, 1993.

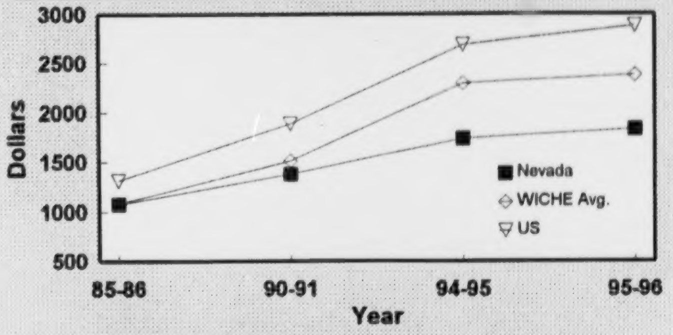
Indicator 12

The state's public institutions produced about 23 baccalaureate degrees in 1994 for every 100 1990 high school graduates.

See Part IV, Table 10

NEVADA

Resident Undergraduate Tuition and Fees at Public Four-Year Institutions



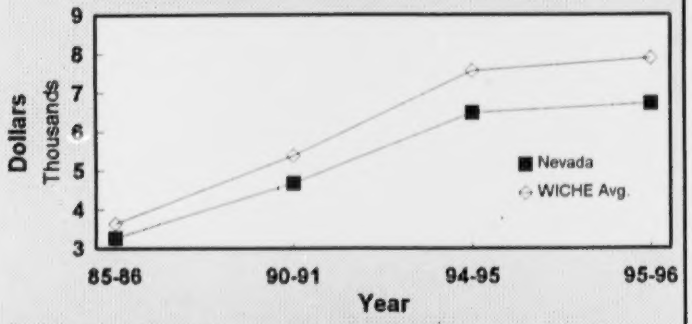
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 13

Nevada's resident undergraduate tuition and fees at public four-year institutions increased much less than the regional increase between 1990 and 1995 and are still well below the regional average.

See Part IV, Table 11

Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions



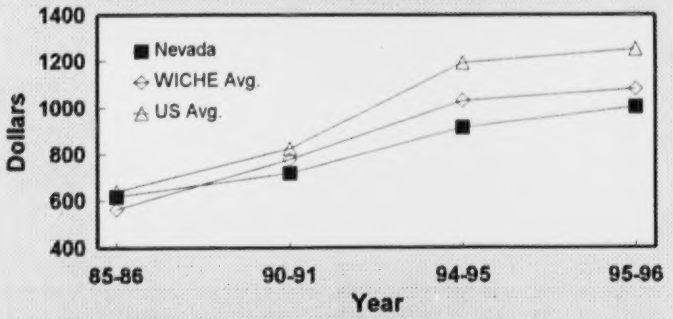
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 14

Nonresident undergraduate tuition and fees increased by 43.8 percent between 1990 and 1995.

See Part IV, Table 11

Resident In-District Tuition and Fees at Public Two-Year Institutions



Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

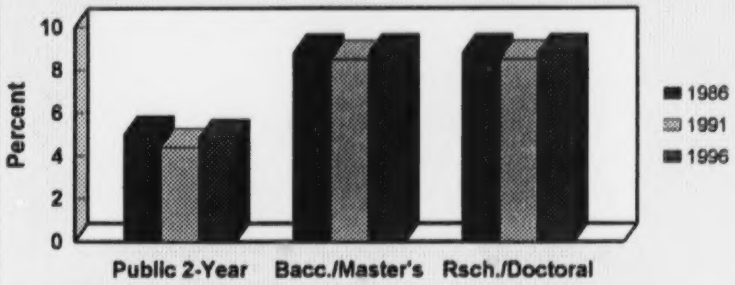
Indicator 15

Tuition and fees at Nevada's two-year colleges increased almost 40 percent between 1990 and 1995.

See Part IV, Table 12

NEVADA

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

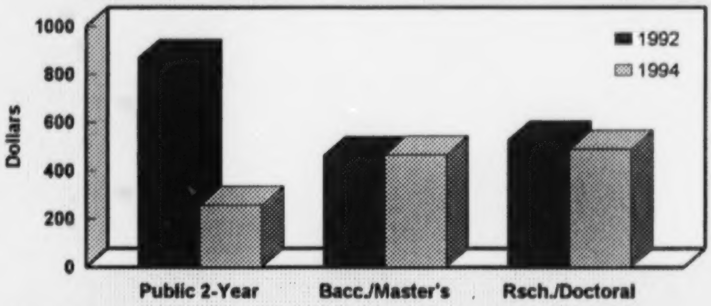
Indicator 16

Between 1986 and 1996, the portion of per capita disposable income dedicated to tuition and fees decreased slightly for two-year students and remained relatively stable for students at other types of institutions.

See Part IV, Table 13

Revised 4/10/97

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



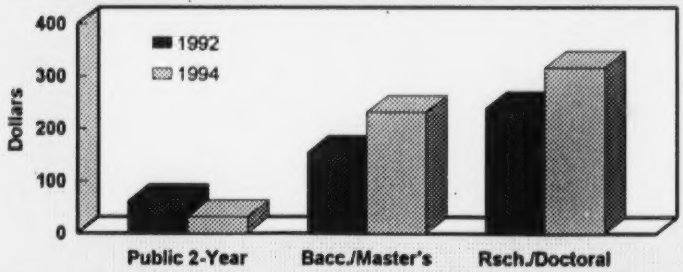
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted financial aid per FTE undergraduate student increased slightly at baccalaureate/master's institutions but declined at two-year and research/doctoral institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

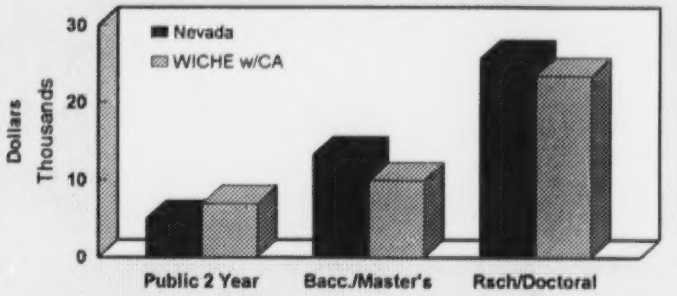
Indicator 18

Baccalaureate/master's and research/doctoral institutions allocated more unrestricted financial aid per FTE student in 1994 than in 1992.

See Part IV, Table 15

NEVADA

Education and General Expenditures Per FTE Student, Fiscal Year 1994



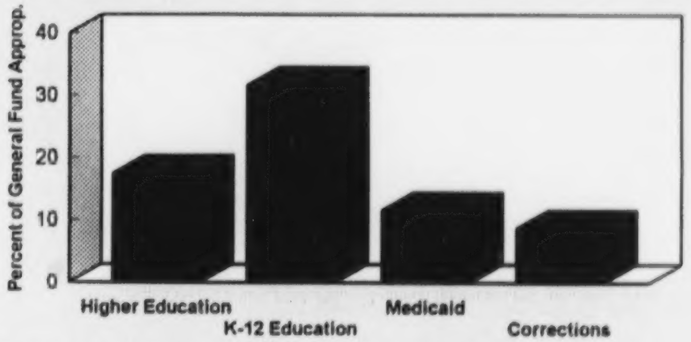
Source. National Center for Educational Statistics, IPEDS Finance Surveys, Fiscal Year 1994, and Fall Enrollment Survey, 1993-94.

Indicator 19

In FY 94, Nevada's public two-year colleges expended less on average per undergraduate FTE than the regional average while baccalaureate/ master's and research/ doctoral institutions spent more.

See Part IV, Table 19

State Approp. to Higher Education, K-12 Education, Medicaid, and Corrections as a Percent of Total Appropriations, FY1996



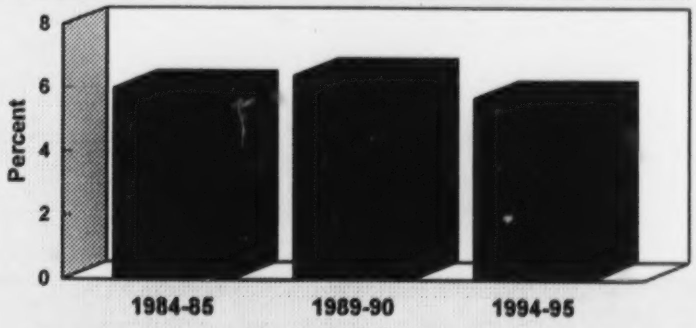
Source: National Conference of State Legislatures, State Budget Action, 1995.

Indicator 20

In FY96, higher education received about 17.5 percent of state appropriations in Nevada.

See Part IV, Table 20

State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95



Source: Research Associates of Washington, State Profiles: Financing Public Higher Education, October 1994 and October 1995.

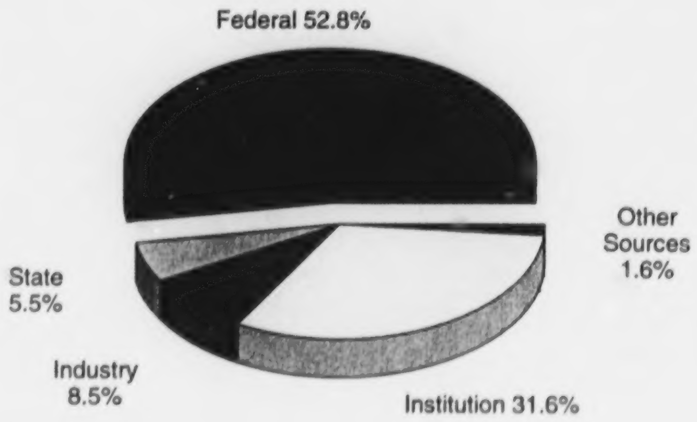
Indicator 21

In the five-year period 1989 to 1994, higher education's share of state appropriations in Nevada declined from 7.4 to 5.7 percent.

See Part IV, Table 21

NEVADA

Research and Development Expenditures by Revenue Source, Public Institutions, 1994



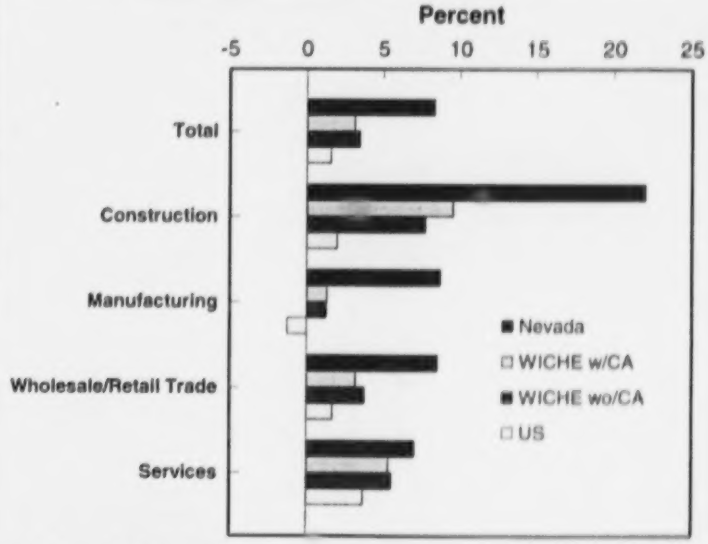
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 22

In FY94, 52.8 percent of R&D expenditures came from federal sources and another 5.5 percent came from the state.

See Part IV, Table 23

Employment Changes in Selected Industry Sectors January 1995 - January 1996



Source: US Bureau of Labor Statistics, 1996

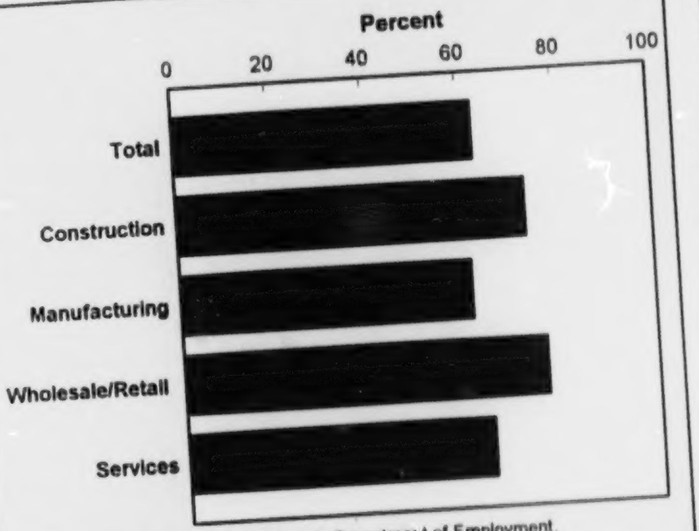
Indicator 23

Among WICHE states in 1995, Nevada posted the largest employment increases in every industry sector shown except services. In services Nevada had the third largest gain.

See Part IV, Table 24

NEVADA

Projected Change in Employment in Selected Industry Sectors, 1994 - 2005



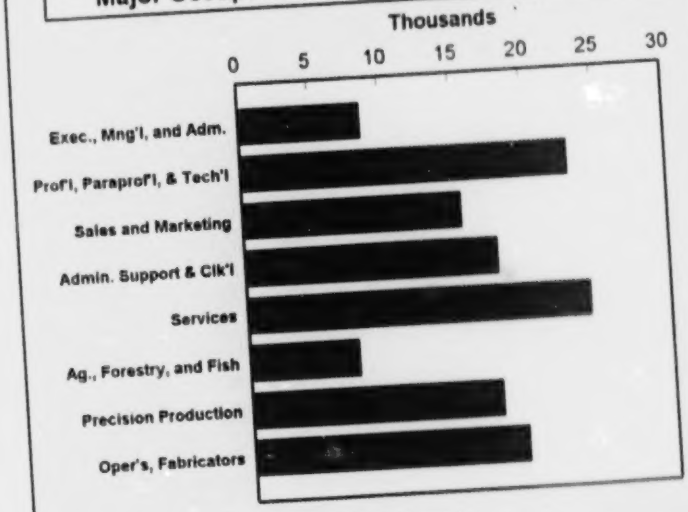
Source: Unpublished data from Nevada Department of Employment, Research Division

Indicator 24

The projected growth in employment in Nevada between 1994 and 2005 will range from 61.6 percent in manufacturing to 76.8 percent in wholesale and retail trade.

See Part IV, Table 25

Projected Numerical Change in Employment in Major Occupational Categories, 1994 - 2005



*Note: See Table 26 for complete category names

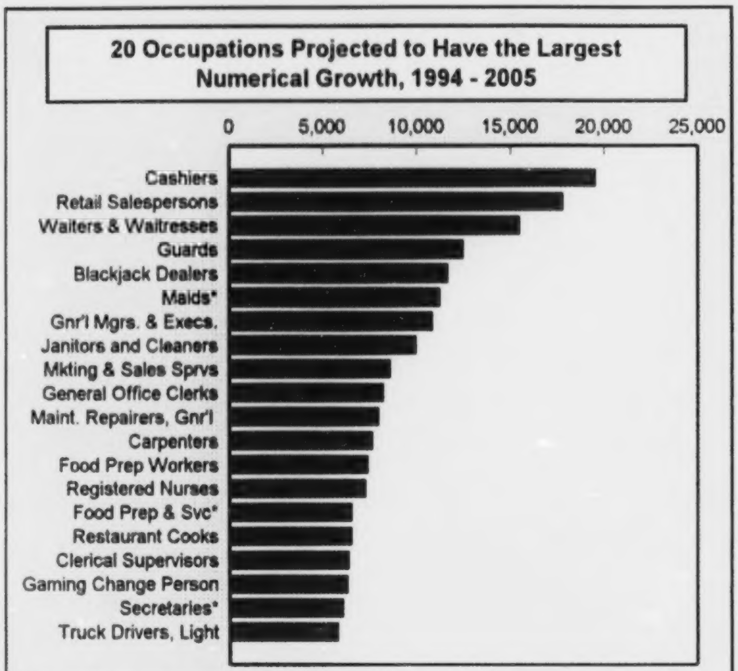
Source: Unpublished data from Nevada Department of Employment, Research Division

Indicator 25

Professional, Paraprofessional, and Technician occupations, which often require postsecondary education, are projected to account for about 15 percent of total employment growth in Nevada between 1994 and 2005. Service occupations, which often require no more than a high school education, will account for another 29 percent.

See Part IV, Table 26

NEVADA

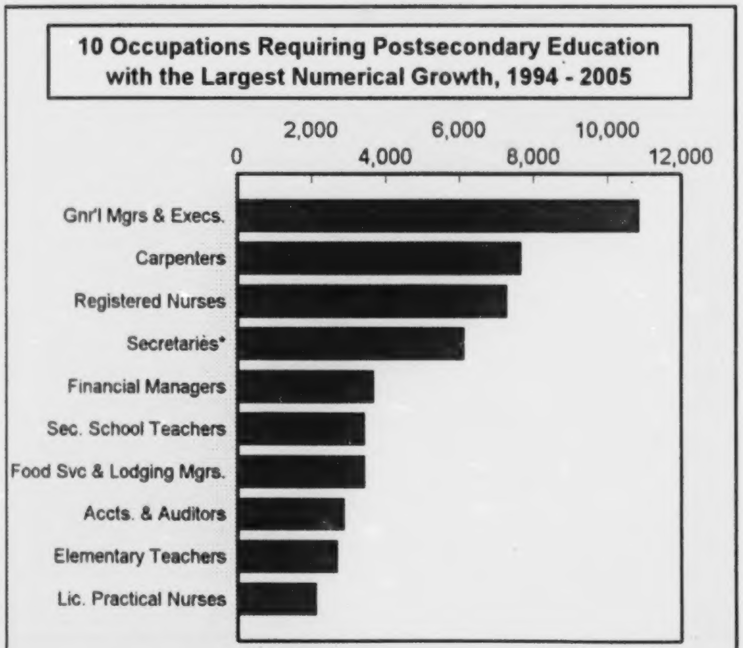


*See Table 27 for complete occupational names.
Source: Unpublished data from Nevada Department of Employment, Research Division.

Indicator 26

These 20 occupations are projected to account for 38 percent of total employment growth in Nevada between 1994 and 2005.

See Part IV, Table 27



*See Table 28 for complete occupational names.
Source: Unpublished data from Nevada Department of Employment, Research Division.

Indicator 27

Nevada's booming population and growth in construction and tourism are expected to create a need for more carpenters and food service and lodging managers.

See Part IV, Table 28

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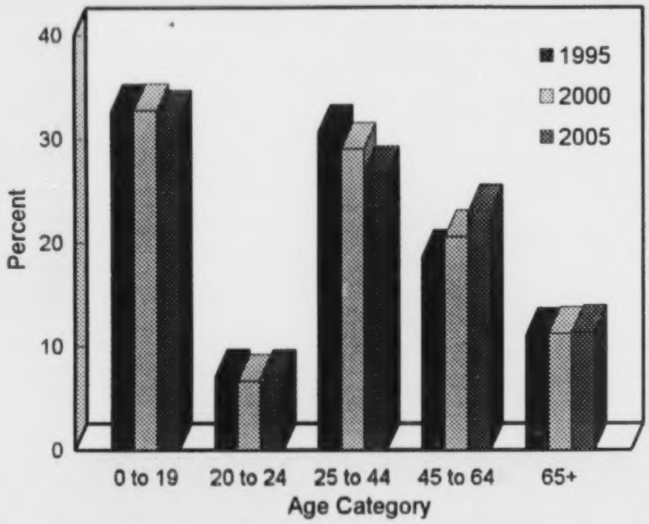
NEW MEXICO

Percent of Total Population by Age Category 1995, 2000, 2005



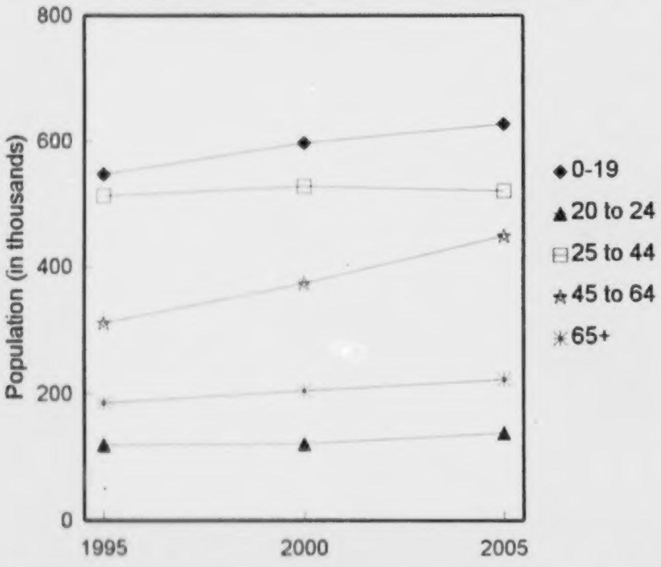
Source: US Bureau of the Census, 1994

Indicator 1

By 2005, the proportion of New Mexico residents in the traditional college age group (20-24 years of age) will remain level at 7.1 percent compared with 1995.

See Part IV, Table 1

Projected Change in Population by Age Category 1995, 2000, 2005



Source: US Bureau of Census, 1994

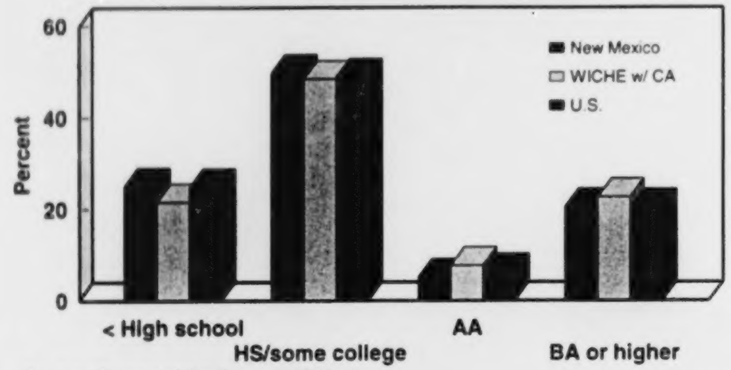
Indicator 2

The largest projected change (44 percent or 334,000 people) in New Mexico's population will occur in the 45-to-64-year-old age group.

See Part IV, Table 1

NEW MEXICO

Educational Attainment of Population 25 Years and Older, 1990



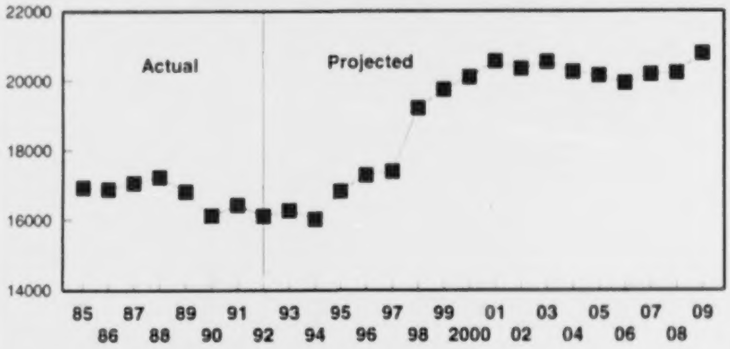
Source: Bureau of the Census, 1990.

Indicator 3

On average, New Mexico residents over age 25 tend to have less postsecondary education than people in this age group nationally.

See Part IV, Table 2

Projected Number of High School Graduates



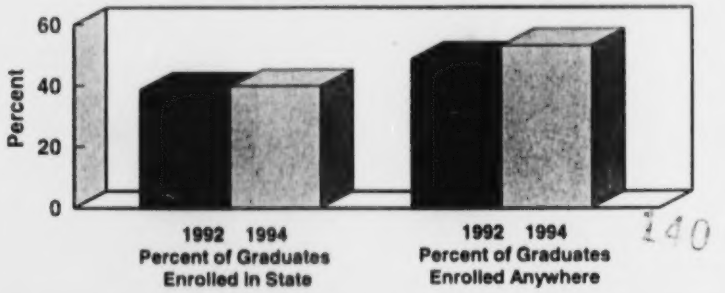
Source: WICHE, High School Graduates, 1993.

Indicator 4

Projections indicate that New Mexico will have 2,644 or 15 percent more high school graduates in 2005-06 than in 1995-96.

See Part IV, Table 3

Proportion of Recent High School Graduates Who Were First-Time Freshmen, 1992 and 1994



Sources: WICHE, High School Graduates, Projections by State, 1992 to 2009, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992 and 1994.

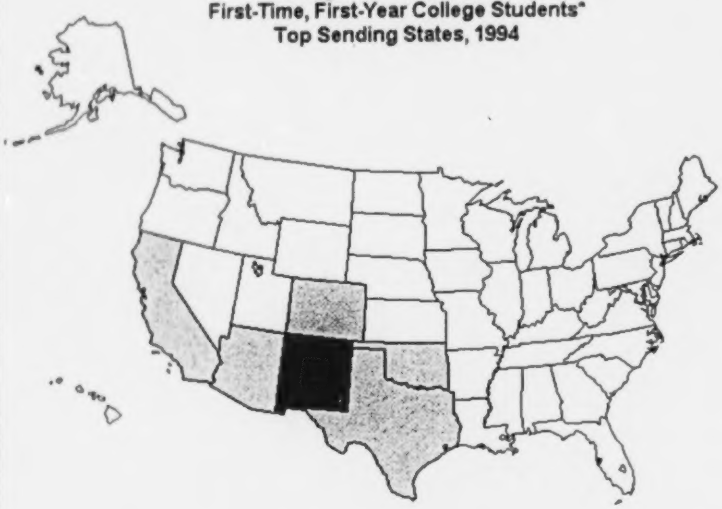
Indicator 5

The proportion of recent high school graduates that enrolled in New Mexico increased between 1992 and 1994, and the proportion that enrolled anywhere also increased.

See Part IV, Table 4

NEW MEXICO

In-Migrants New Mexico:
First-Time, First-Year College Students*
Top Sending States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

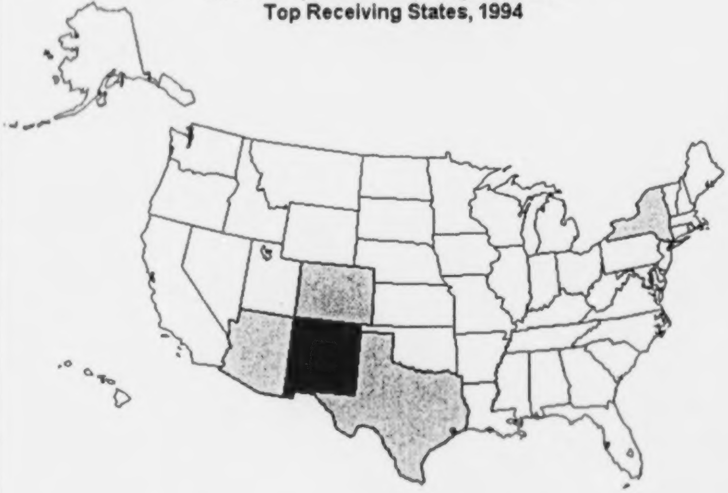
Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

Indicator 6

Thirteen percent of the first-time freshmen enrolled in New Mexico in 1994 were non-residents. Of these, 53 percent came from five states: Arizona, California, Colorado, Oklahoma, and Texas.

See Part IV, Table 5

Out-Migrants New Mexico:
First-Time, First-Year College Students*
Top Receiving States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

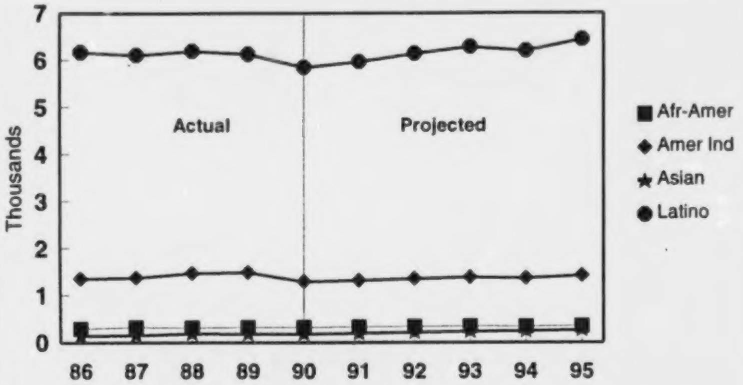
Indicator 7

More than 20 percent of the New Mexico residents who were enrolled as first-time freshmen in 1994 were enrolled out-of-state.

See Part IV, Table 5

NEW MEXICO

Trends in the Number of High School Graduates by Race/Ethnicity, 1985-86 through 1994-95



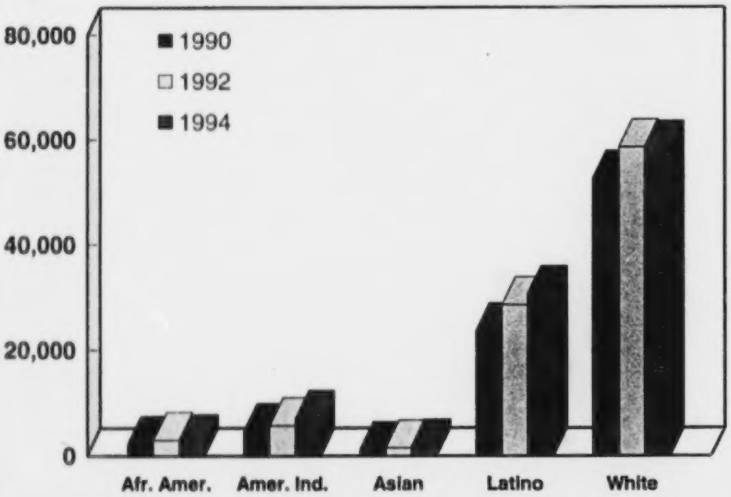
Source: WICHE, The Road to College: Educational Progress by Race and Ethnicity, 1991.

Indicator 8

Modest increases in the numbers of high school graduates were projected across racial/ethnic groups between 1985 and 1994.

See Part IV, Table 6

College Enrollment by Race and Ethnicity Fall 1990, 1992, and 1994



Source: National Center for Education Statistics, Integrated Postsecondary Data System, Fall Enrollment survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

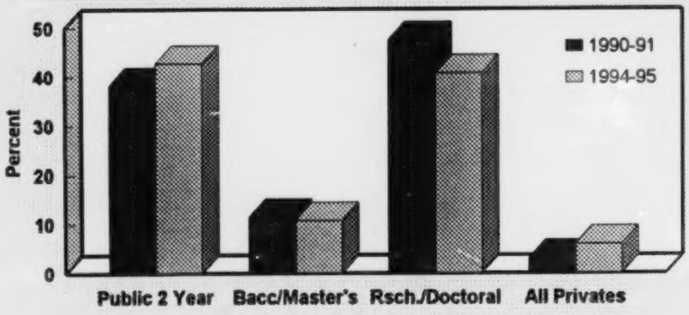
Indicator 9

In New Mexico, with the exception of African-Americans and Whites, the number of students from each major racial/ethnic group grew between 1992 and 1994.

See Part IV, Table 7

NEW MEXICO

Undergraduate FTE Enrollments in Institutions of Higher Education by Sector, 1990-91 and 1994-95



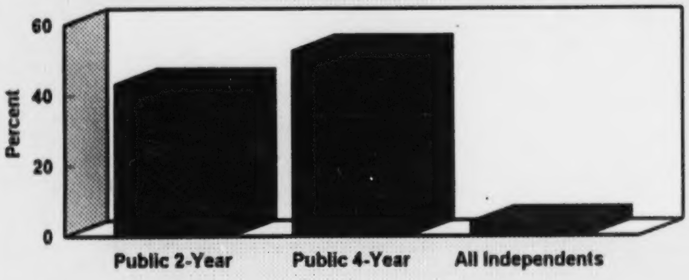
Sources: National Center for Education Statistics, IPEDS Fall Enrollment Survey, 1990 and 1994.

Indicator 10

Public two-year colleges and private institutions increased their enrollment shares between 1990 and 1994 while other public institutions lost shares.

See Part IV, Table 9

Undergraduate FTE Enrollments in Institutions of Higher Education By Sector, 1995-96--Unaudited



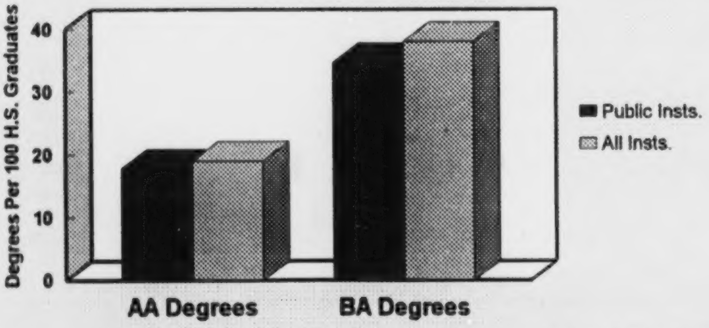
Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data suggest that community colleges will maintain their enrollment share increases.

See Part IV, Table 8

Degree Production Per 100 High School Graduates 1993-94



Sources: WICHE, High School Graduates, Projections by State 1992-2009; National Center for Education Statistics, IPEDS Completions Survey, 1993.

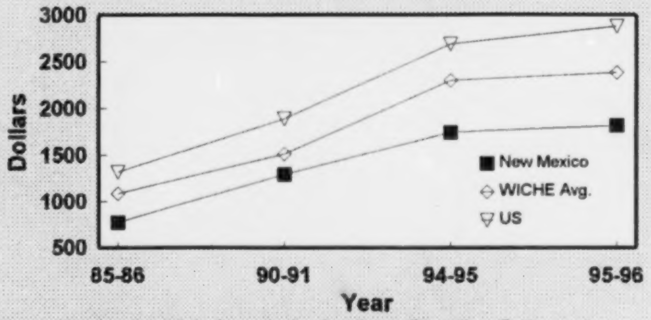
Indicator 12

The state's public institutions produced about 35 baccalaureate degrees in 1994 for every 100 1990 high school graduates.

See Part IV, Table 10

NEW MEXICO

Resident Undergraduate Tuition and Fees at Public Four-Year Institutions



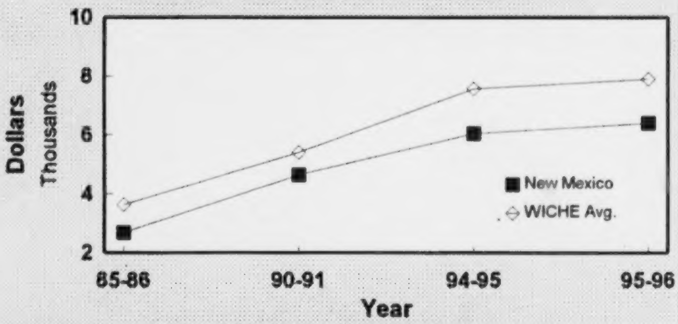
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 13

New Mexico's resident undergraduate tuition and fees at public four-year institutions increased less than the regional increase between 1990 and 1995 and are still well below the regional average.

See Part IV, Table 11

Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions



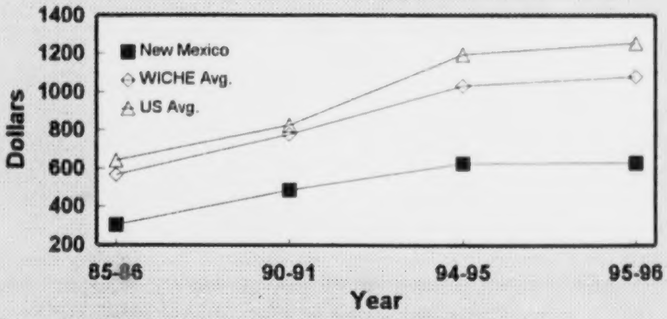
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 14

Nonresident undergraduate tuition and fees increased by 37.6 percent between 1990 and 1995.

See Part IV, Table 11

Resident In-District Tuition and Fees at Public Two-Year Institutions



Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

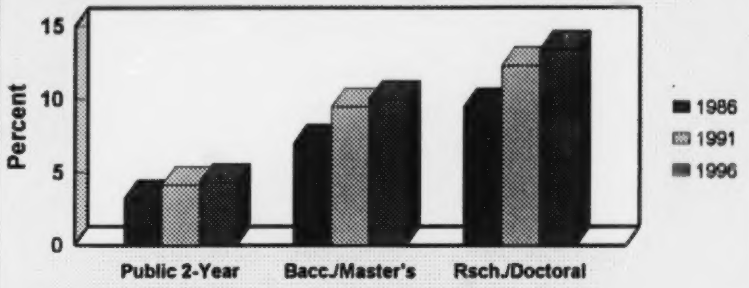
Indicator 15

Tuition and fees at New Mexico's two-year colleges increased almost 30 per cent between 1990 and 1995.

See Part IV, Table 12

NEW MEXICO

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

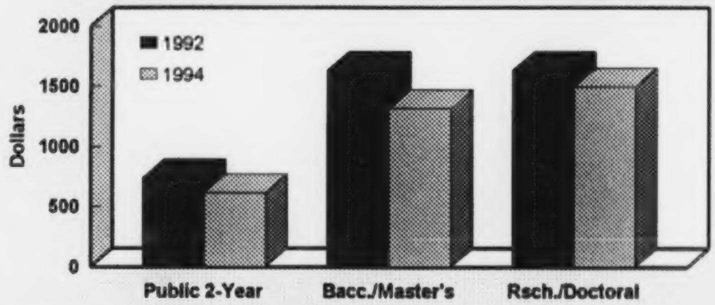
Indicator 16

Between 1986 and 1996, the portion of per capita disposable income dedicated to tuition and fees increased 3 to 4 percent for students at baccalaureate master's and research/doctoral institutions.

See Part IV, Table 13

Revised 4/10/97

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



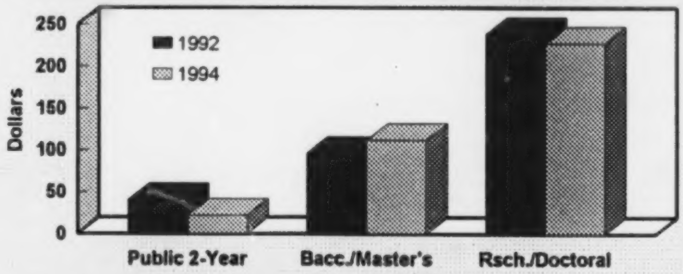
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted financial aid per FTE undergraduate student declined at public institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

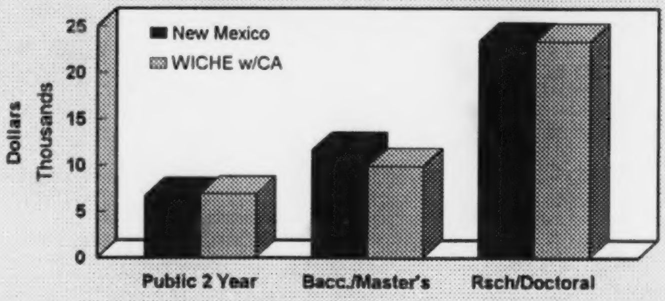
Indicator 18

Baccalaureate/master's institutions allocated more unrestricted financial aid per FTE student in 1994 than in 1992, while two-year and research/doctoral institutions reduced this allocation.

See Part IV, Table 15

NEW MEXICO

Education and General Expenditures Per FTE Student, Fiscal Year 1994



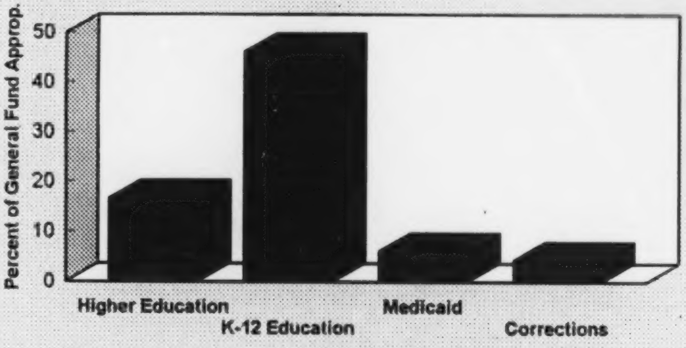
Source. National Center for Educational Statistics, IPEDS Finance Surveys, Fiscal Year 1994; and Fall Enrollment Survey, 1993-94.

Indicator 19

In FY 94, New Mexico's public two-year colleges expended less on average per undergraduate FTE than the regional average, while baccalaurate/ master's and research/ doctoral institutions spent more.

See Part IV, Table 19

State Approp. to Higher Education, K-12 Education, Medicaid, and Corrections as a Percent of Total Appropriations, FY1996



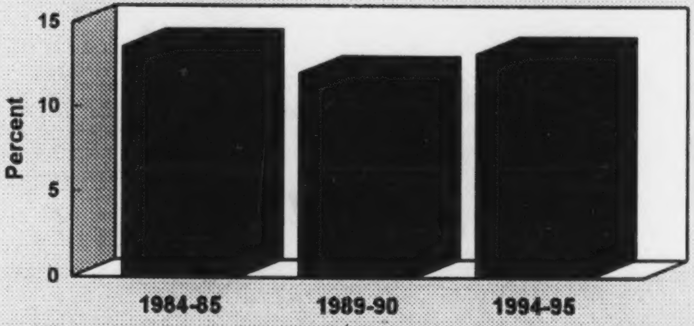
Source: National Conference of State Legislatures, State Budget Action, 1995.

Indicator 20

In FY96, higher education received about 16.7 percent of state appropriations in New Mexico.

See Part IV, Table 20

State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95



Source: Research Associates of Washington, State Profiles: Financing Public Higher Education, October 1994 and October 1995.

Indicator 21

In the five-year period 1989 to 1994, higher education's share of state appropriations in New Mexico increased from 12 to 13.2 percent.

See Part IV, Table 21

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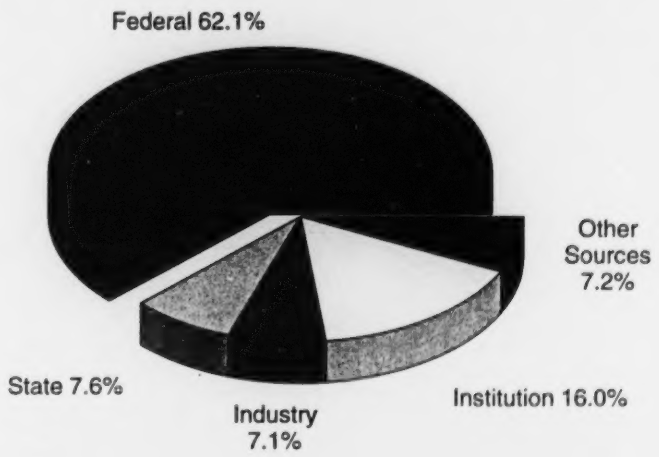
NEW MEXICO

Research and Development Expenditures by Revenue Source, Public Institutions, 1994



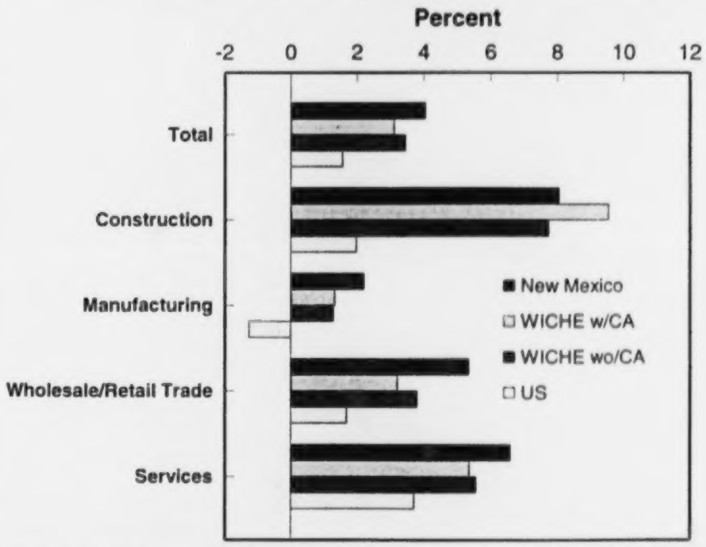
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 22

In FY94, 62.1 percent of R&D expenditures came from federal sources and another 7.6 percent came from the state.

See Part IV, Table 23

Employment Changes in Selected Industry Sectors January 1995 - January 1996



Source: US Bureau of Labor Statistics, 1996

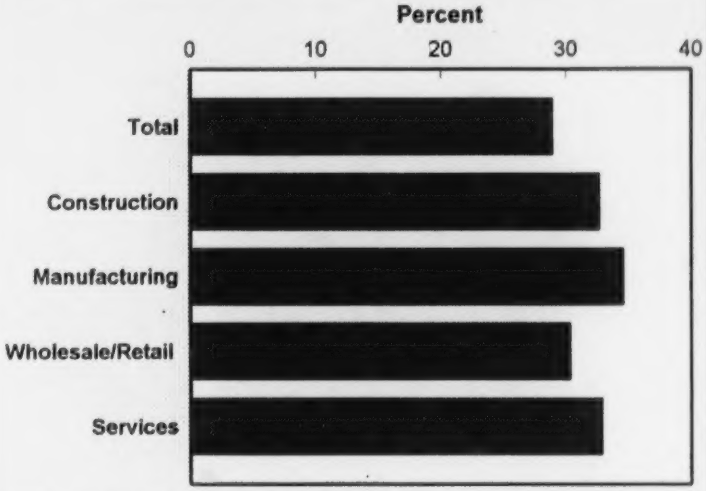
Indicator 23

The increases in employment in New Mexico in most industry sectors during 1995 were above those for the region and nation as a whole.

See Part IV, Table 24

NEW MEXICO

Projected Change in Employment in Selected Industry Sectors, 1993 - 2005



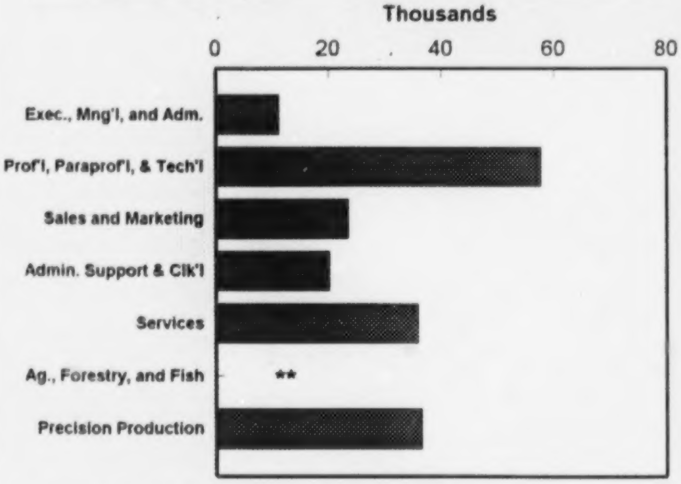
Source: New Mexico Department of Labor, Bureau of Economic Research and Analysis (1995), New Mexico 2005 Economic Projections

Indicator 24

The projected growth in employment in New Mexico between 1993 and 2005 will range from 30.4 percent in wholesale and retail trade to 34.6 percent in manufacturing.

See Part IV, Table 25

Projected Numerical Change in Employment in Major Occupational Categories, 1993 - 2005



*Note: See Table 26 for complete category names

**No data available on Agriculture, Forestry, and Fishing

Source: New Mexico Department of Labor, Bureau of Economic Research and Analysis (1995), New Mexico 2005 Economic Projections

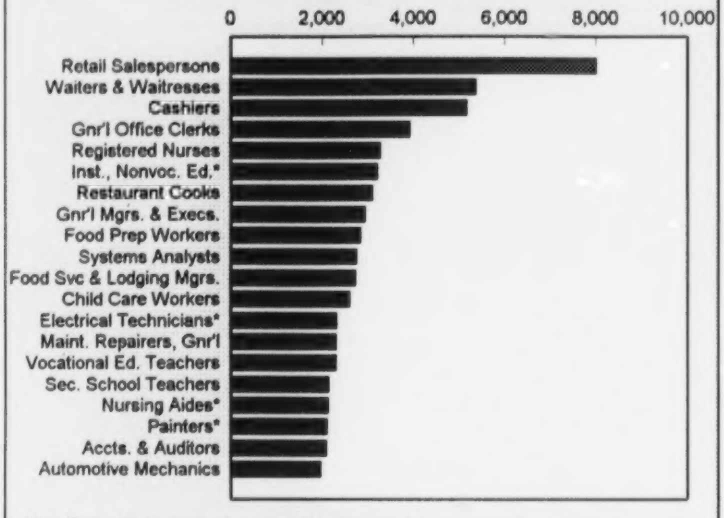
Indicator 25

Professional, Paraprofessional, and Technician occupations, which often require postsecondary education, are projected to account for about 31 percent of total employment growth in New Mexico between 1993 and 2005. Service occupations, which often require no more than a high school education, will account for another 19 percent.

See Part IV, Table 26

NEW MEXICO

20 Occupations Projected to Have the Largest Numerical Growth, 1993 - 2005



*See Table 27 for complete occupational names.

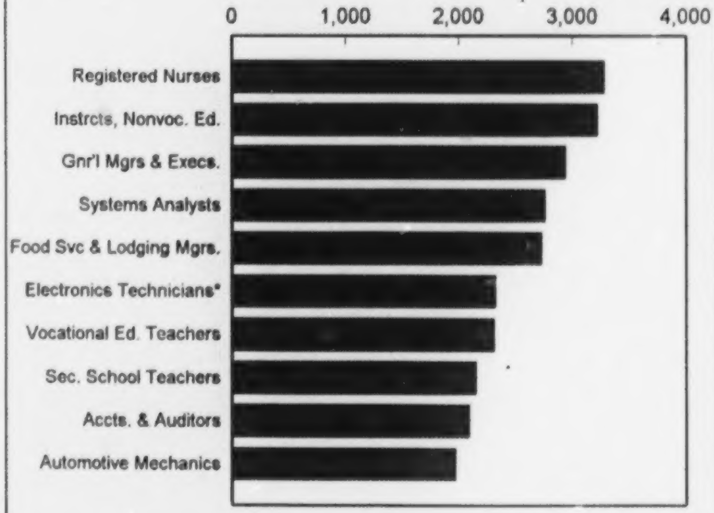
Source: New Mexico Department of Labor, Bureau of Economic Research and Analysis (1995), New Mexico 2005 Economic Projections

Indicator 26

These 20 occupations are projected to account for 34 percent of total employment growth in New Mexico between 1993 and 2005.

See Part IV, Table 27

10 Occupations Requiring Postsecondary Education with the Largest Numerical Growth, 1993 - 2005



*See Table 28 for complete occupational names.

Source: New Mexico Department of Labor, Bureau of Economic Research and Analysis (1995), New Mexico 2005 Economic Projections

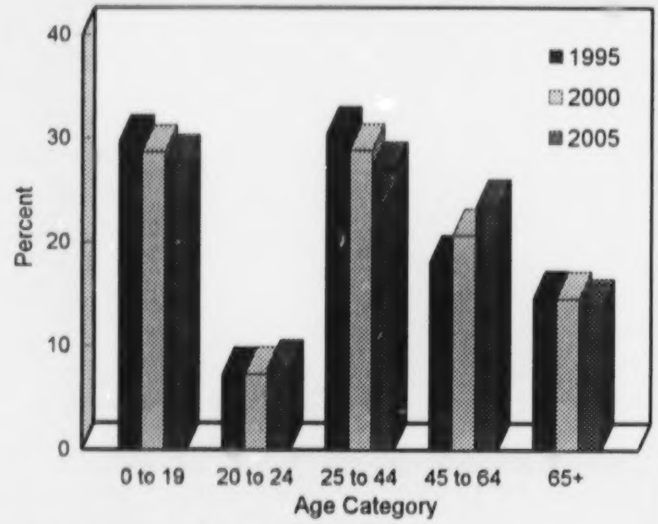
Indicator 27

Like the nation as a whole, growth in occupations requiring postsecondary education in New Mexico is expected to be concentrated in a few fields: health care, business, computers and electronics, and education.

See Part IV, Table 28

NORTH DAKOTA

Percent of Total Population by Age Category 1995, 2000, 2005



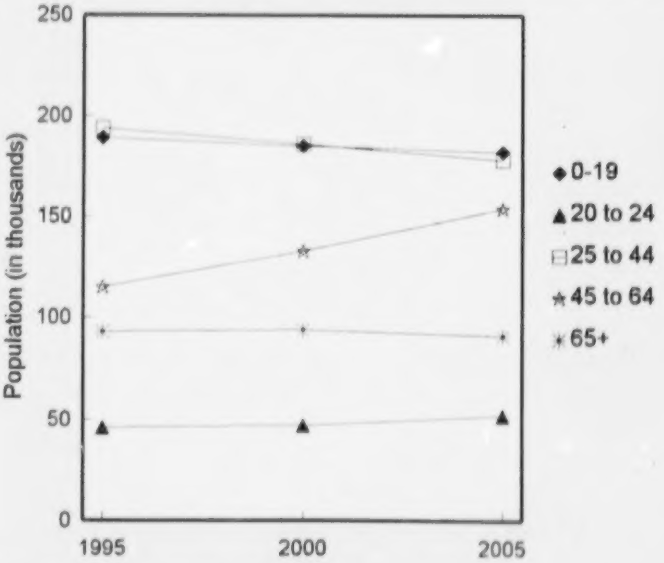
Source: US Bureau of the Census, 1994

Indicator 1

By 2005, 7.9 percent of North Dakota residents will fall in the traditional college age group (20-24 years of age) compared to 7.2 percent in 1995.

See Part IV, Table 1

Projected Change in Population by Age Category 1995, 2000, 2005



Source: US Bureau of Census, 1994

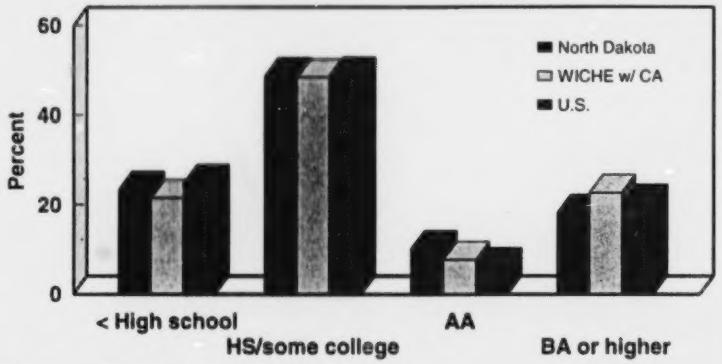
Indicator 2

The largest projected change (34 percent or 63,000 people) in North Dakota's population will occur in the 45-to-64-year-old age group.

See Part IV, Table 1

NORTH DAKOTA

Educational Attainment of Population 25 Years and Older, 1990



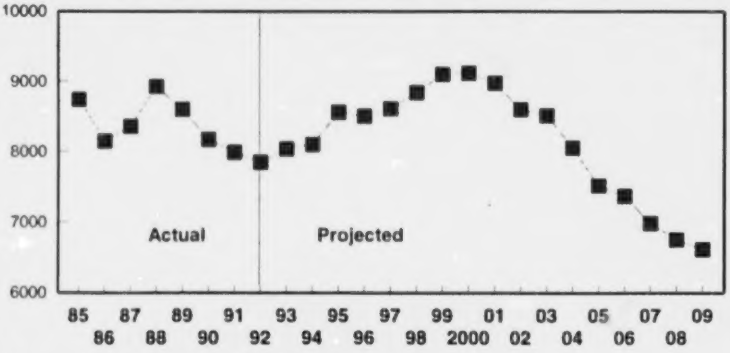
Source: Bureau of the Census. 1990.

Indicator 3

On average, North Dakota residents over age 25 tend to have more associate degree preparation but less baccalaureate-level preparation than people in this age group nationally.

See Part IV, Table 2

Projected Number of High School Graduates



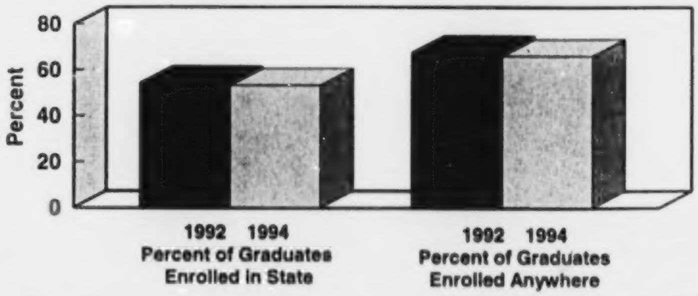
Source: WICHE, High School Graduates, 1993.

Indicator 4

Projections indicate that North Dakota will have 1,133 or 13 percent fewer high school graduates in 2005-06 than in 1995-96.

See Part IV, Table 3

Proportion of Recent High School Graduates Who Were First-Time Freshmen, 1992 and 1994



Sources: WICHE, High School Graduates, Projections by State, 1992 to 2009, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992 and 1994.

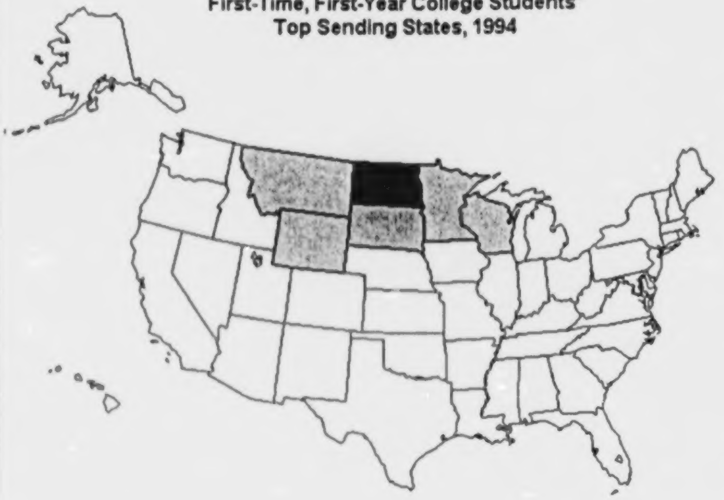
Indicator 5

The proportion of recent high school graduates that enrolled in North Dakota declined between 1992 and 1994, and the proportion that enrolled anywhere also declined.

See Part IV, Table 4

NORTH DAKOTA

**In-Migrants North Dakota:
First-Time, First-Year College Students*
Top Sending States, 1994**



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

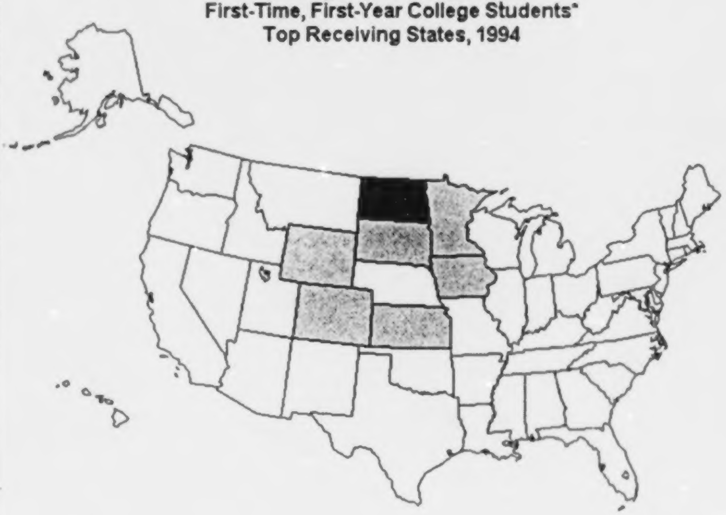
Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

Indicator 6

More than 31 percent of the first-time freshmen enrolled in North Dakota in 1994 were non-residents. Of these, 83 percent came from five states: Minnesota, Montana, South Dakota, Wisconsin, and Wyoming.

See Part IV, Table 5

**Out-Migrants North Dakota:
First-Time, First-Year College Students*
Top Receiving States, 1994**



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

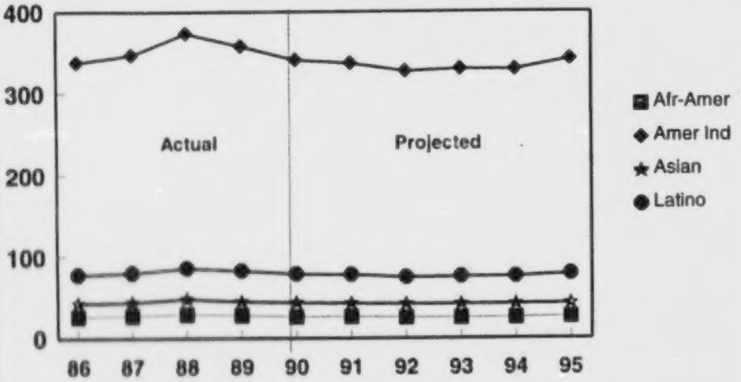
Indicator 7

More than 21 percent of the North Dakota residents who were enrolled as first-time freshmen in 1994 were enrolled out-of-state.

See Part IV, Table 5

NORTH DAKOTA

Trends in the Number of High School Graduates by Race/Ethnicity, 1985-86 through 1994-95



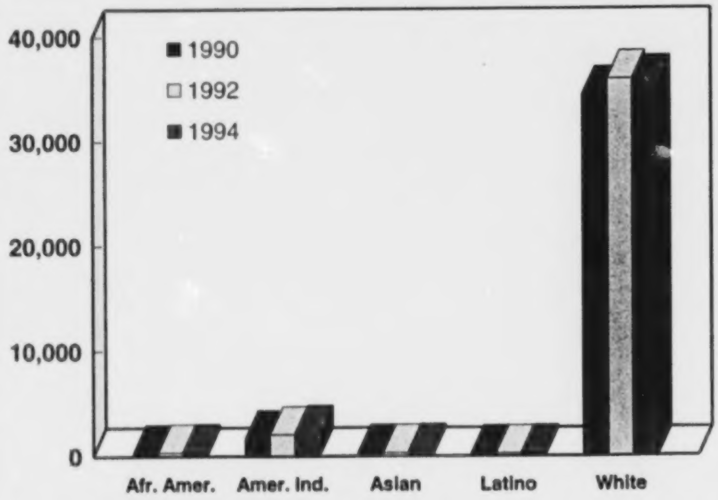
Source: WICHE, The Road to College: Educational Progress by Race and Ethnicity, 1991.

Indicator 8

Increases in the numbers of high school graduates across racial/ethnic groups were projected to be modest between 1985 and 1994.

See Part IV, Table 6

College Enrollment by Race and Ethnicity Fall 1990, 1992, and 1994



Source: National Center for Education Statistcs, Integrated Postsecondary Data System, Fall Enrollment survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

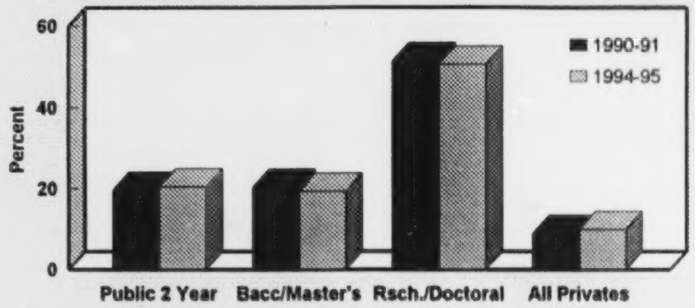
Indicator 9

With the exception of Whites, North Dakota continued seeing increased enrollments among all major racial/ethnic groups between 1992 and 1994.

See Part IV, Table 7

NORTH DAKOTA

Undergraduate FTE Enrollments in Institutions of Higher Education by Sector, 1990-91 and 1994-95



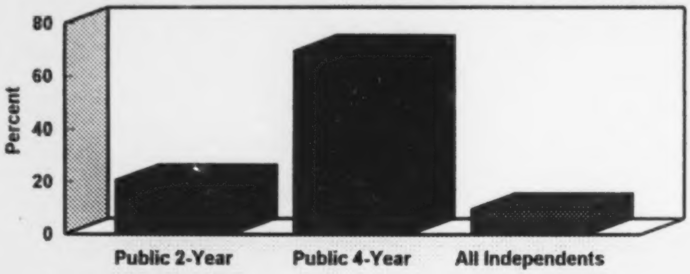
Sources: National Center for Education Statistics, IPEDS Fall Enrollment Survey, 1990 and 1994.

Indicator 10

Enrollment shares within and across sectors remained stable between 1990 and 1994.

See Part IV, Table 9

Undergraduate FTE Enrollments in Institutions of Higher Education By Sector, 1995-96--Unaudited



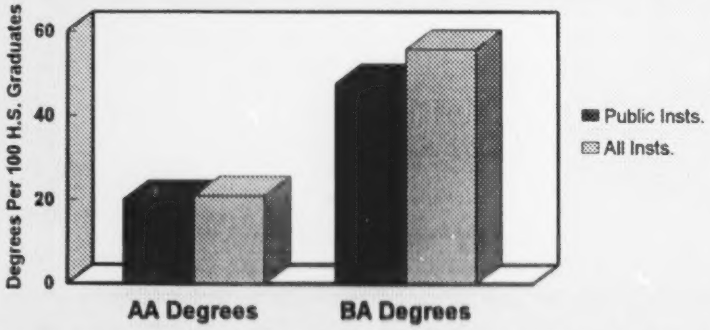
Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data suggest that the sectors will maintain their enrollment shares.

See Part IV, Table 8

Degree Production Per 100 High School Graduates 1993-94



Sources: WICHE, High School Graduates, Projections by State 1992-2009; National Center for Education Statistics, IPEDS Completions Survey, 1993.

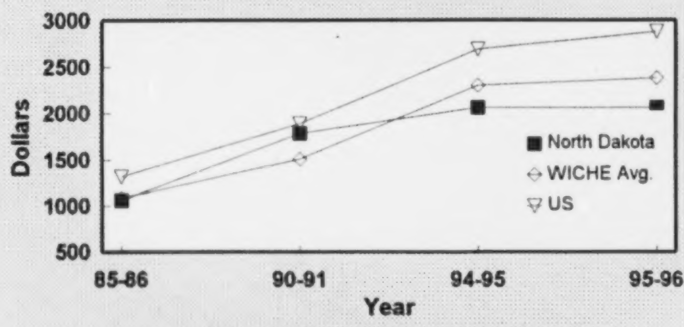
Indicator 12

The state's public institutions produced about 48 baccalaureate degrees in 1994 for every 100 1990 high school graduates.

See Part IV, Table 10

NORTH DAKOTA

Resident Undergraduate Tuition and Fees at Public Four-Year Institutions



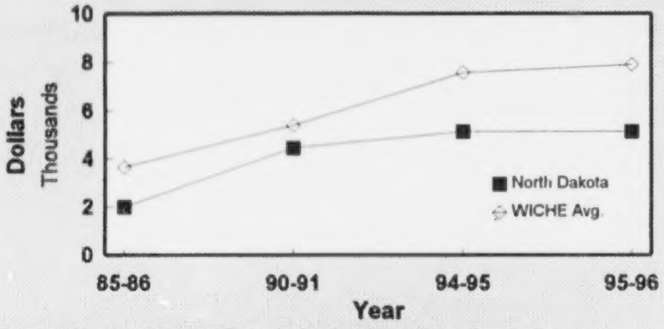
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 13

North Dakota's resident undergraduate tuition and fees at public four-year institutions increased less than the regional increase between 1990 and 1995 and are still well below the regional average.

See Part IV, Table 11

Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions



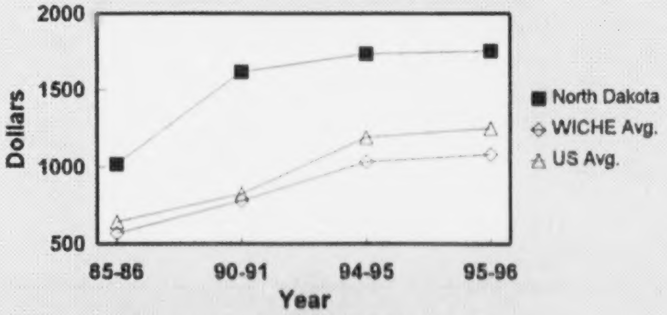
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 14

Nonresident undergraduate tuition and fees increased by 15 percent between 1990 and 1995.

See Part IV, Table 11

Resident In-District Tuition and Fees at Public Two-Year Institutions



Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 15

Tuition and fees at North Dakota's two-year colleges increased only 8.5 percent between 1990 and 1995.

See Part IV, Table 12

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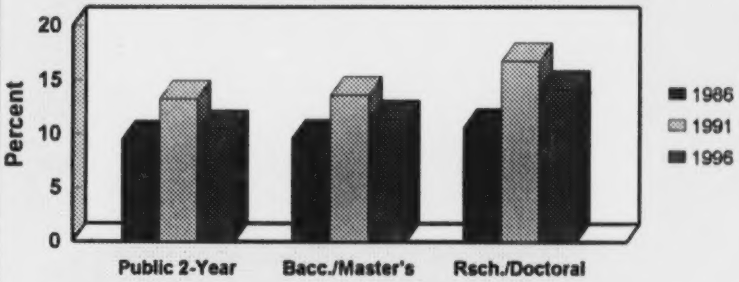
NORTH DAKOTA

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

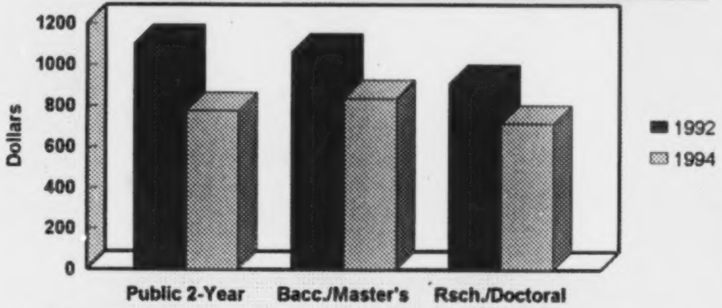
Indicator 16

Between 1986 and 1991, per capita disposable income dedicated to tuition and fees increased significantly for students at public institutions then decreased between 1991 and 1996.

See Part IV, Table 13

Revised 4/10/97

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



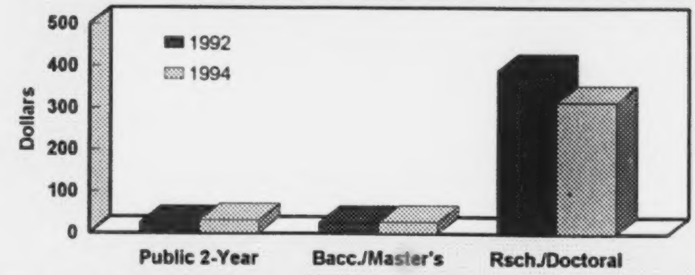
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted financial aid per FTE undergraduate student declined at public institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

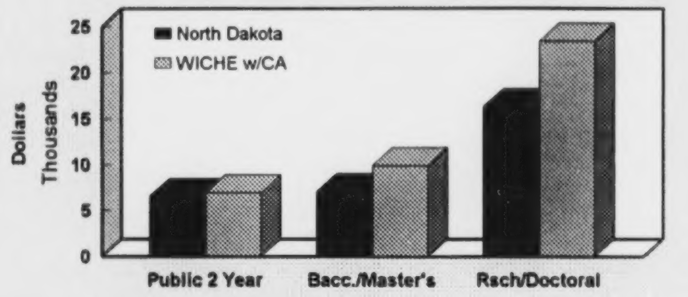
Indicator 18

Research/doctoral institutions allocated less unrestricted financial aid per FTE student in 1994 than in 1992, while two-year and baccalaureate/master's institutions continued almost level funding.

See Part IV, Table 15

NORTH DAKOTA

Education and General Expenditures Per FTE Student, Fiscal Year 1994



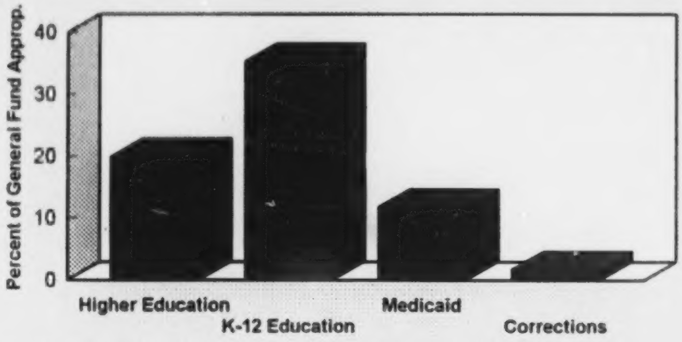
Source: National Center for Educational Statistics, IPEDS Finance Surveys, Fiscal Year 1994; and Fall Enrollment Survey, 1993-94.

Indicator 19

In FY 94, North Dakota's public colleges and universities expended less on average per undergraduate FTE than the regional average.

See Part IV, Table 19

State Approp. to Higher Education, K-12 Education, Medicaid, and Corrections as a Percent of Total Appropriations, FY1996



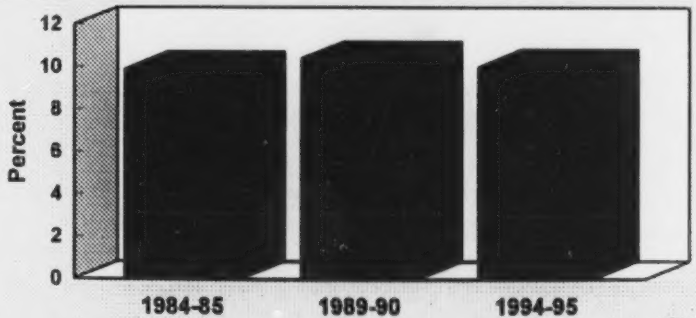
Source: National Conference of State Legislatures, State Budget Action, 1995.

Indicator 20

In FY96, higher education received about 19.9 percent of state appropriations in North Dakota

See Part IV, Table 20

State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95



Source: Research Associates of Washington, State Profiles: Financing Public Higher Education, October 1994 and October 1995.

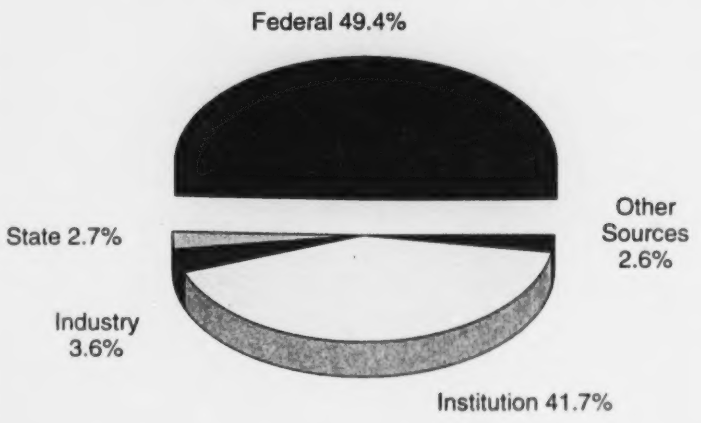
Indicator 21

In the five-year period 1989 to 1994, higher education's share of state appropriations in North Dakota declined from 10.4 to 10 percent.

See Part IV, Table 21

NORTH DAKOTA

Research and Development Expenditures by Revenue Source, Public Institutions, 1994



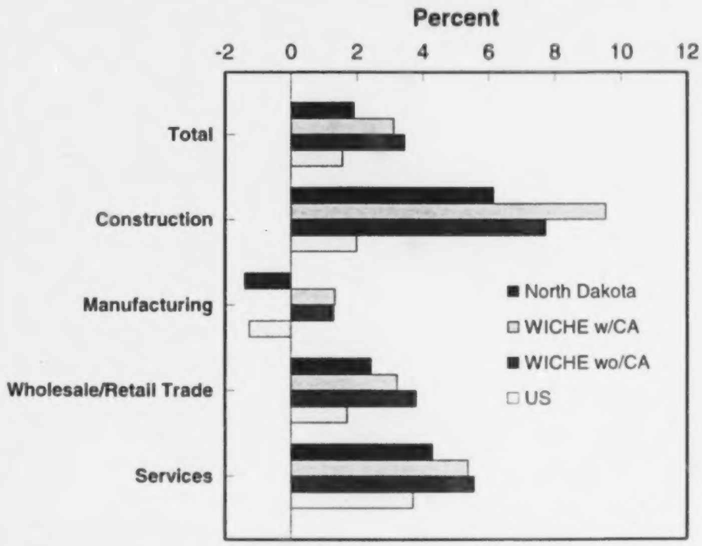
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 22

In FY94, 49.4 percent of R&D expenditures came from federal sources and another 2.7 percent came from the state.

See Part IV, Table 23

Employment Changes in Selected Industry Sectors January 1995 - January 1996



Source: US Bureau of Labor Statistics, 1996

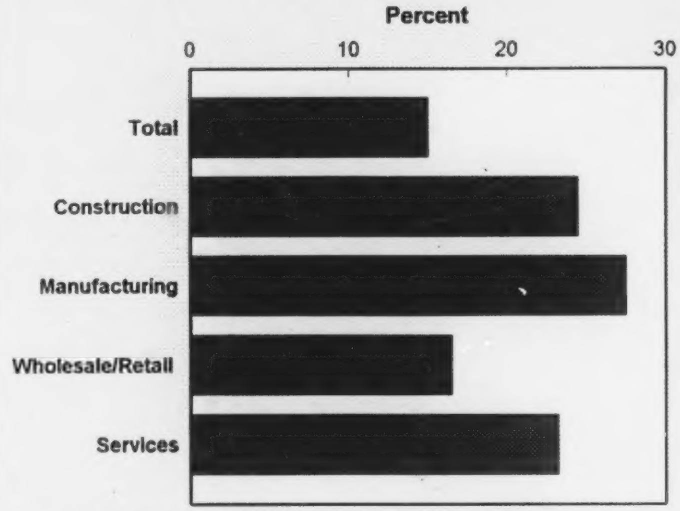
Indicator 23

Though employment in most industry sectors grew in North Dakota during 1995, the increases were generally below those of the region as a whole.

See Part IV, Table 24

NORTH DAKOTA

Projected Change in Employment in Selected Industry Sectors, 1994 - 2005



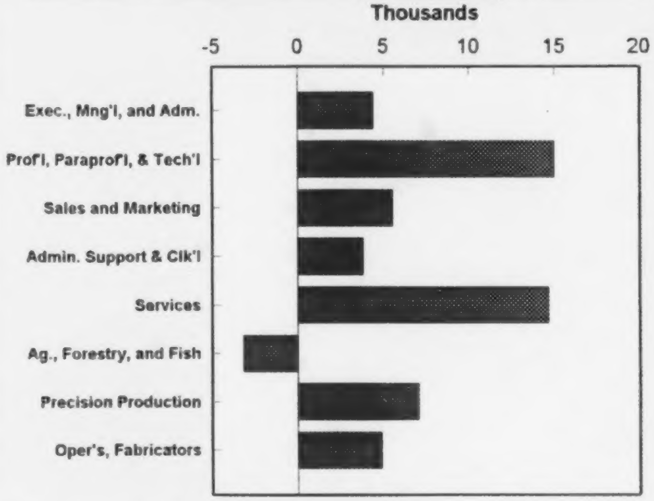
Source: Job Service North Dakota, Research and Statistics (1996), Employment Projections to 2005 by Industry and Occupation

Indicator 24

The projected growth in employment in North Dakota between 1994 and 2005 will range from 16.4 percent in wholesale and retail trade to 27.5 percent in manufacturing.

See Part IV, Table 25

Projected Numerical Change in Employment in Major Occupational Categories, 1994 - 2005



*Note: See Table 26 for complete category names

Source: Job Service North Dakota, Research and Statistics (1996), Employment Projections to 2005 by Industry and Occupation

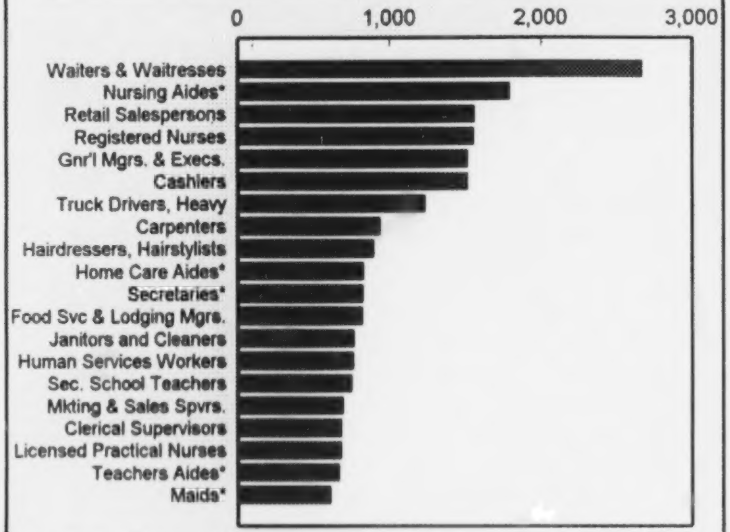
Indicator 25

Professional, Paraprofessional, and Technician occupations, which often require postsecondary education, are projected to account for about 29 percent of total employment growth in North Dakota between 1994 and 2005. Service occupations, which often require no more than a high school education, will account for another 28 percent.

See Part IV, Table 26

NORTH DAKOTA

20 Occupations Projected to Have the Largest Numerical Growth, 1994 - 2005



*See Table 27 for complete occupational names.

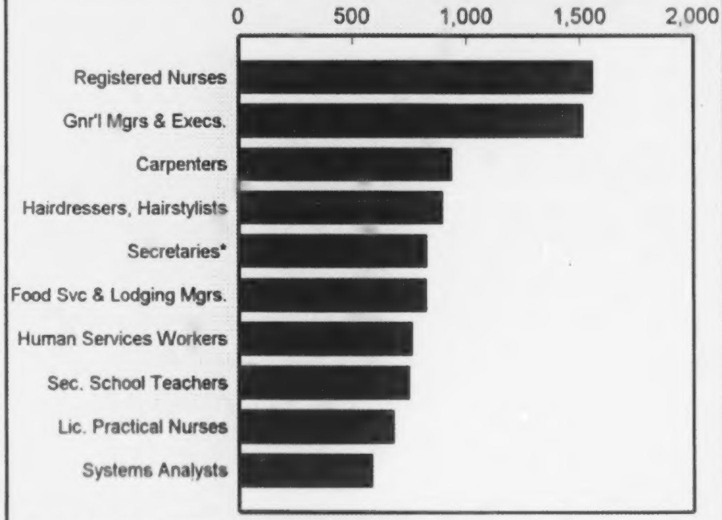
Source: Job Service North Dakota, Research and Statistics (1996), Employment Projections to 2005 by Industry and Occupation

Indicator 26

These 20 occupations are projected to account for 42 percent of total employment growth in North Dakota between 1994 and 2005.

See Part IV, Table 27

10 Occupations Requiring Postsecondary Education with the Largest Numerical Growth, 1994 - 2005



*See Table 28 for complete occupational names.

Source: Job Service North Dakota, Research and Statistics (1996), Employment Projections to 2005 by Industry and Occupation

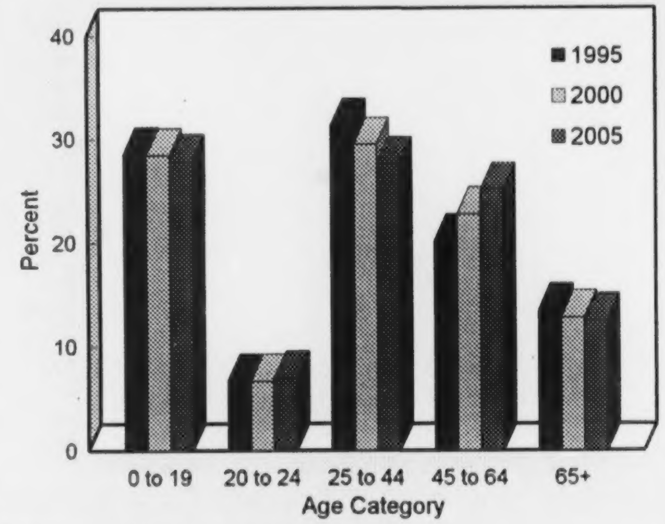
Indicator 27

The demand for more hairdressers and hairstylists is a reflection of strong growth in service industries and occupations.

See Part IV, Table 28

OREGON

Percent of Total Population by Age Category 1995, 2000, 2005



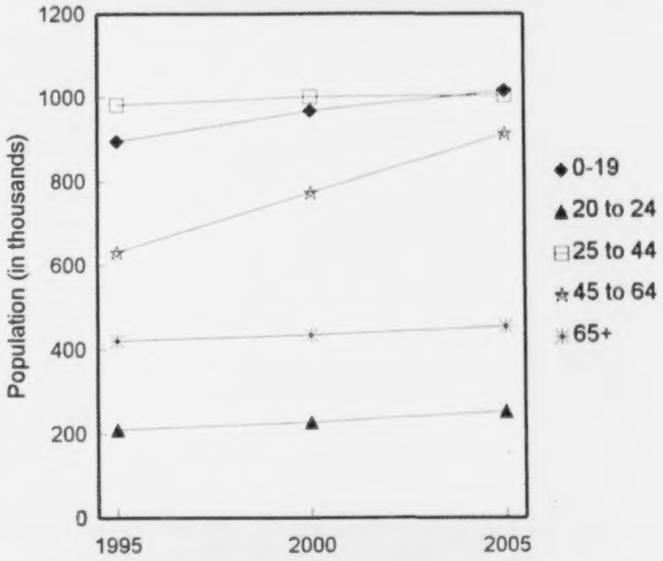
Source: US Bureau of the Census, 1994

Indicator 1

By 2005, seven percent of Oregon residents will fall in the traditional college age group (20-24 years of age) compared to 6.7 percent in 1995.

See Part IV, Table 1

Projected Change in Population by Age Category 1995, 2000, 2005



Source: US Bureau of Census, 1994

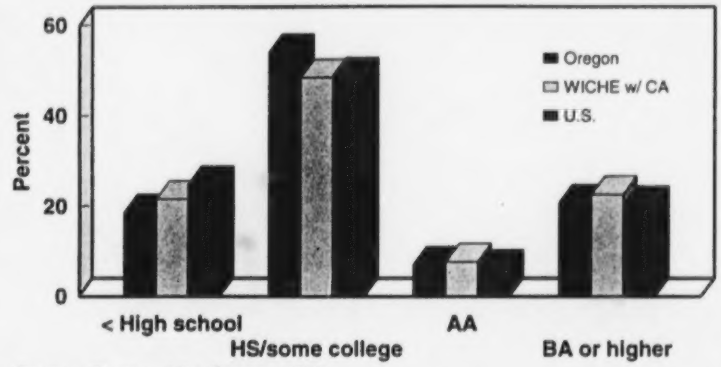
Indicator 2

The largest projected change (45 percent or 283,000 people) in Oregon's population will occur in the 45-to-64-year-old age group.

See Part IV, Table 1

OREGON

Educational Attainment of Population 25 Years and Older, 1990



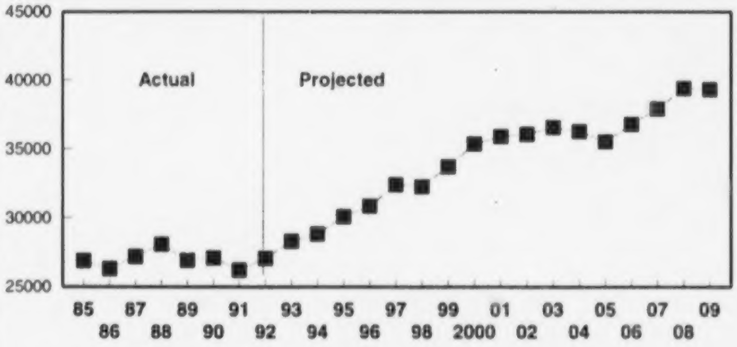
Source: Bureau of the Census, 1990.

Indicator 3

On average, Oregon residents over age 25 tend to have comparable postsecondary education to people in this age group nationally.

See Part IV, Table 2

Projected Number of High School Graduates



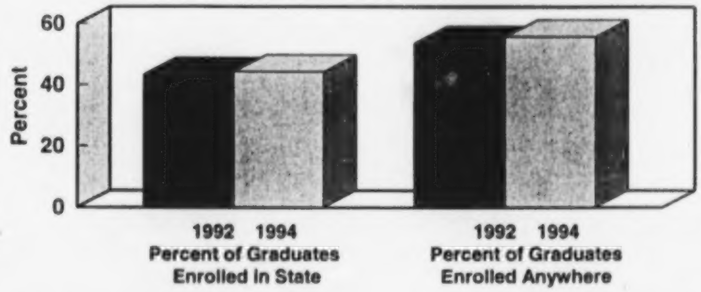
Source: WICHE, High School Graduates, 1993.

Indicator 4

Projections indicate that Oregon will have 5,935 or 19 percent more high school graduates in 2005-06 than in 1995-96.

See Part IV, Table 3

Proportion of Recent High School Graduates Who Were First-Time Freshmen, 1992 and 1994



Sources: WICHE, High School Graduates, Projections by State, 1992 to 2009, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992 and 1994.

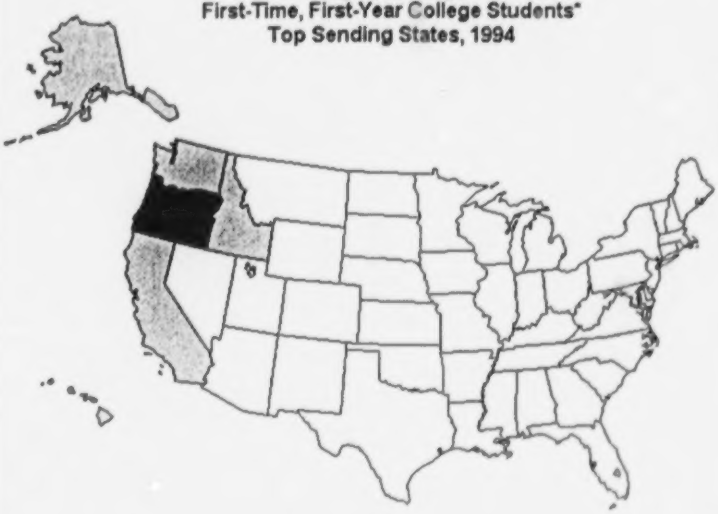
Indicator 5

The proportion of recent high school graduates that enrolled in Oregon increased between 1992 and 1994, and the proportion that enrolled anywhere also increased.

See Part IV, Table 4

OREGON

In-Migrants Oregon:
First-Time, First-Year College Students*
Top Sending States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

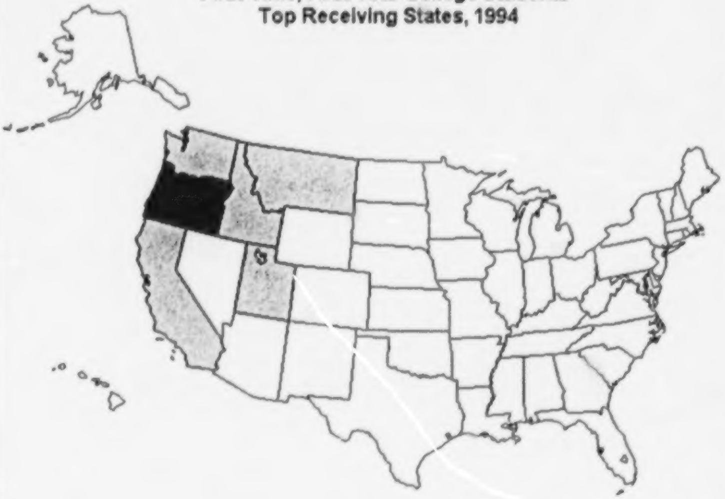
Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

Indicator 6

Close to 22 percent of the first-time freshmen enrolled in Oregon in 1994 were nonresidents. Of these, 59 percent came from five states: Alaska, California, Hawaii, Idaho, and Washington.

See Part IV, Table 5

Out-Migrants Oregon:
First-Time, First-Year College Students*
Top Receiving States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

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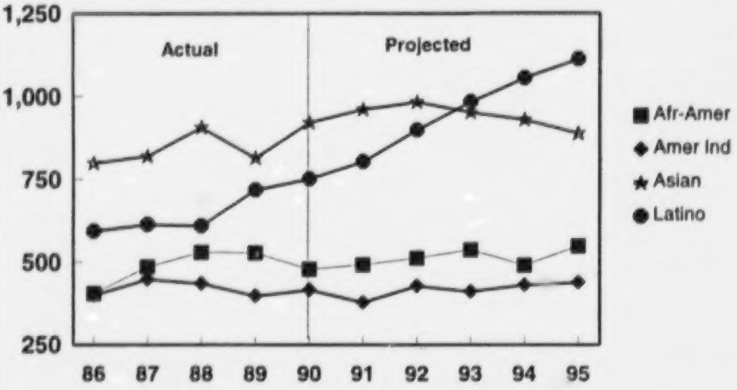
Indicator 7

Approximately 17 percent of the Oregon residents who were enrolled as first-time freshmen in 1994 were enrolled out-of-state.

See Part IV, Table 5

OREGON

Trends in the Number of High School Graduates by Race/Ethnicity, 1985-86 through 1994-95



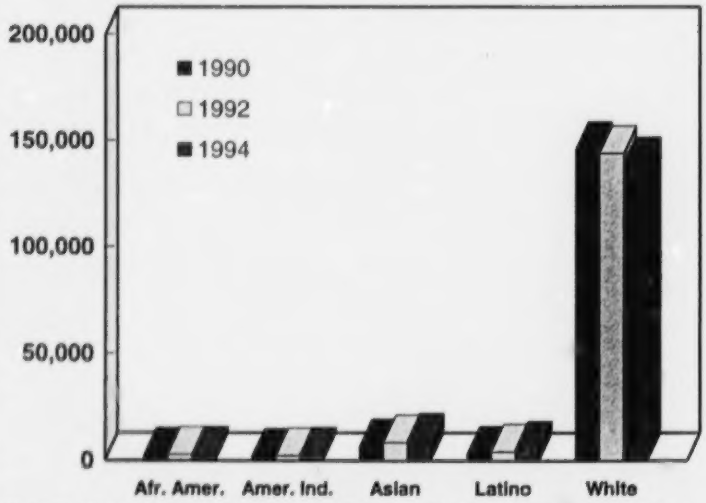
Source: WICHE, The Road to College: Educational Progress by Race and Ethnicity, 1991.

Indicator 8

A significant increase in the number of Latino high school graduates was projected between 1985 and 1994.

See Part IV, Table 6

College Enrollment by Race and Ethnicity Fall 1990, 1992, and 1994



Source: National Center for Education Statistics, Integrated Postsecondary Data System, Fall Enrollment survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

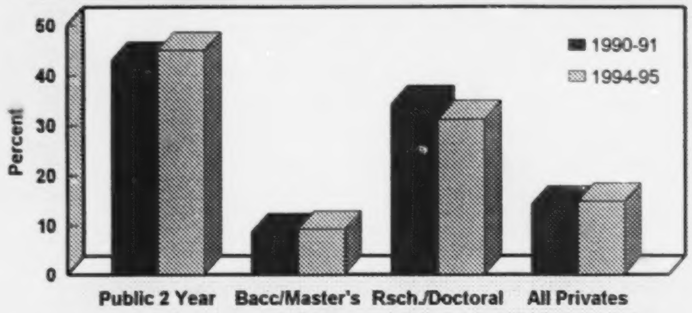
Indicator 9

With the exception of Whites, Oregon continued seeing increased enrollments among all major racial/ethnic groups between 1992 and 1994.

See Part IV, Table 7

OREGON

Undergraduate FTE Enrollments in Institutions of Higher Education by Sector, 1990-91 and 1994-95



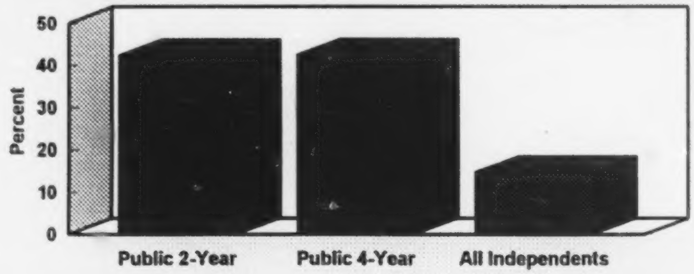
Sources: National Center for Education Statistics, IPEDS Fall Enrollment Survey, 1990 and 1994.

Indicator 10

Public two-year colleges and baccalaureate/ master's institutions gained enrollment shares between 1990 and 1994 while research/doctoral institutions lost shares.

See Part IV, Table 9

Undergraduate FTE Enrollments in Institutions of Higher Education By Sector, 1995-96--Unaudited



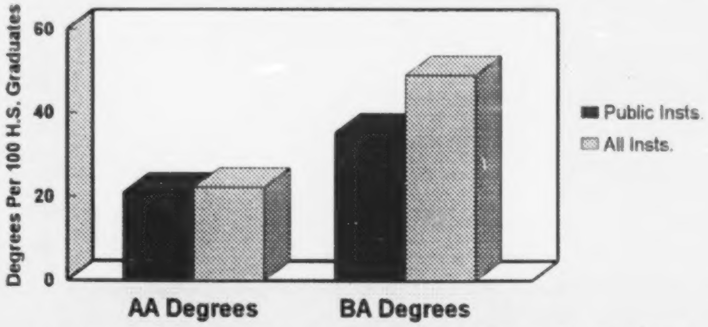
Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data suggest that the two-year colleges may lose enrollment share.

See Part IV, Table 8

Degree Production Per 100 High School Graduates 1993-94



Sources: WICHE, High School Graduates, Projections by State 1992-2009; National Center for Education Statistics, IPEDS Completions Survey, 1993.

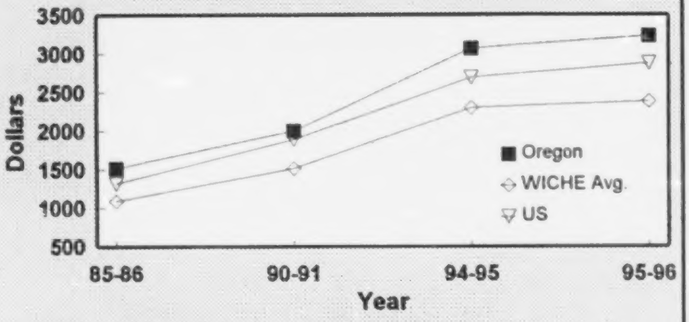
Indicator 12

The state's public institutions produced about 35 baccalarureate degrees in 1994 for every 100 1990 high school graduates.

See Part IV, Table 10

OREGON

Resident Undergraduate Tuition and Fees at Public Four-Year Institutions



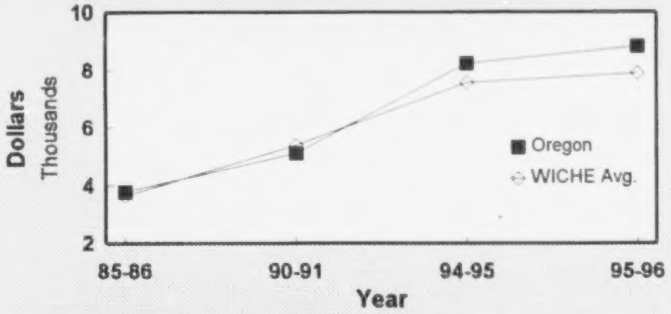
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 13

Oregon's resident undergraduate tuition and fees at public four-year institutions increased as much as the regional increase and continue to surpass the regional average.

See Part IV, Table 11

Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions



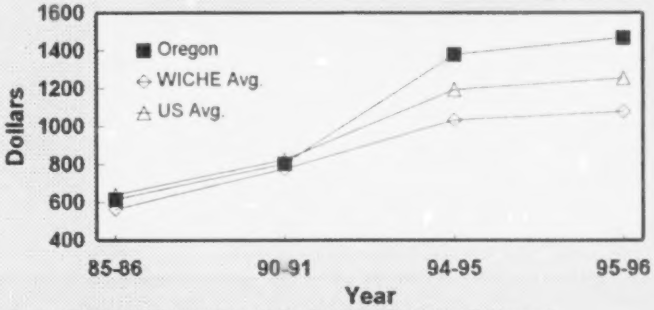
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 14

Nonresident undergraduate tuition and fees increased by 71.9 percent between 1990 and 1995.

See Part IV, Table 11

Resident In-District Tuition and Fees at Public Two-Year Institutions



Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

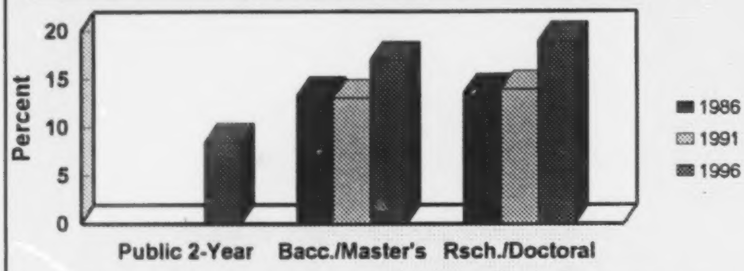
Indicator 15

Tuition and fees at Oregon's two-year colleges are about 36 percent higher than the regional average.

See Part IV, Table 12

OREGON

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



Note: Due to changes in data collection for Oregon's two-year institutions, tuition and fee data from 1992-93 forward are not comparable to earlier years.
Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

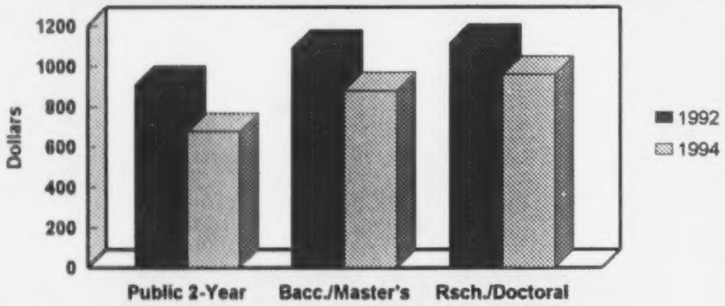
Indicator 16

Between 1986 and 1996, the portion of per capita disposable income dedicated to tuition and fees increased significantly for students at baccalaureate/master's and research/doctoral institutions.

See Part IV, Table 13

Revised 4/10/97

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



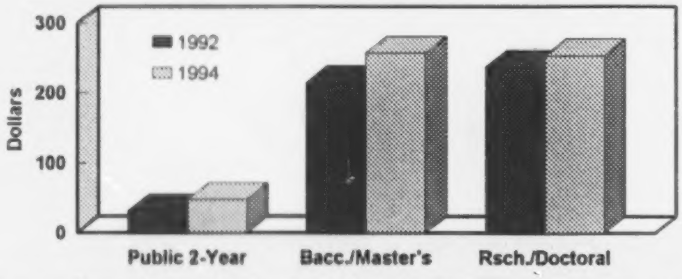
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted financial aid per FTE undergraduate student declined at public institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

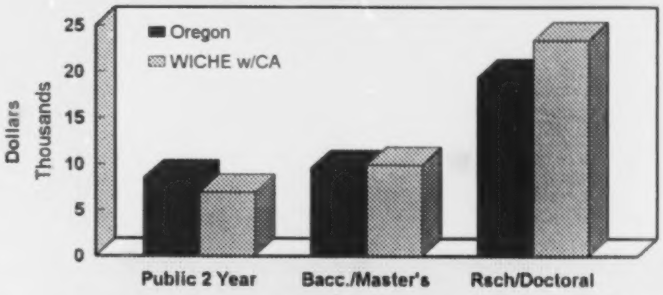
Indicator 18

Public institutions allocated larger amounts of unrestricted financial aid per FTE student in 1994 than in 1992.

See Part IV, Table 15

OREGON

Education and General Expenditures Per FTE Student, Fiscal Year 1994



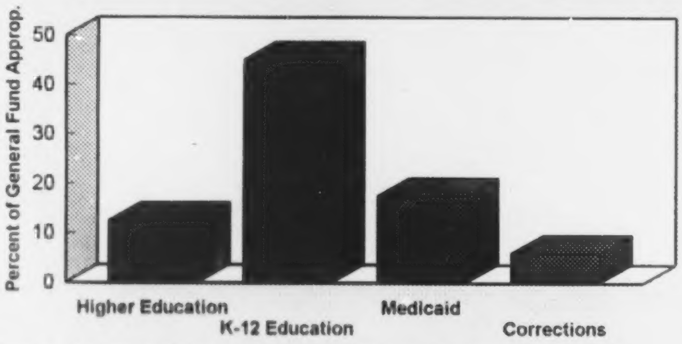
Source: National Center for Educational Statistics, IPEDS Finance Surveys, Fiscal Year 1994, and Fall Enrollment Survey, 1993-94.

Indicator 19

In FY 94, Oregon's public two-year colleges expended more on average per undergraduate FTE than the regional average while baccalaureate/master's and research/doctoral institutions spent more.

See Part IV, Table 19

State Approp. to Higher Education, K-12 Education, Medicaid, and Corrections as a Percent of Total Appropriations, FY1996



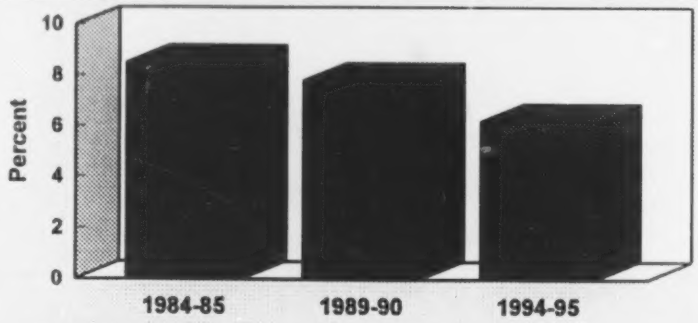
Source: National Conference of State Legislatures, State Budget Action, 1995.

Indicator 20

In FY96, higher education received about 12.5 percent of state appropriations in Oregon.

See Part IV, Table 20

State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95



Source: Research Associates of Washington, State Profiles: Financing Public Higher Education, October 1994 and October 1995.

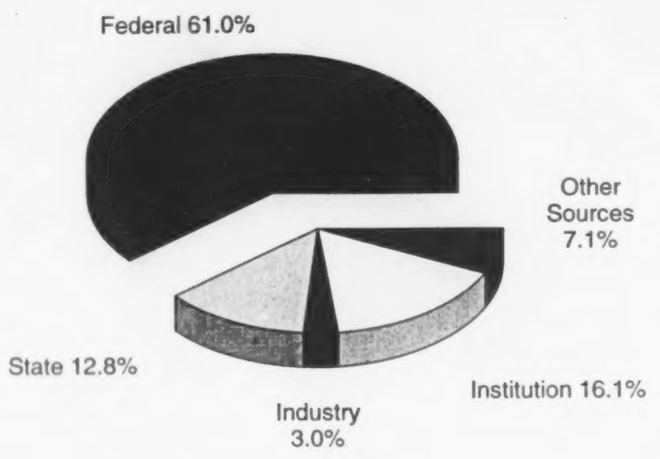
Indicator 21

In the five-year period 1989 to 1994, higher education's share of state appropriations in Oregon declined from 7.8 to 6.2 percent.

See Part IV, Table 21

OREGON

Research and Development Expenditures by Revenue Source, Public Institutions, 1994



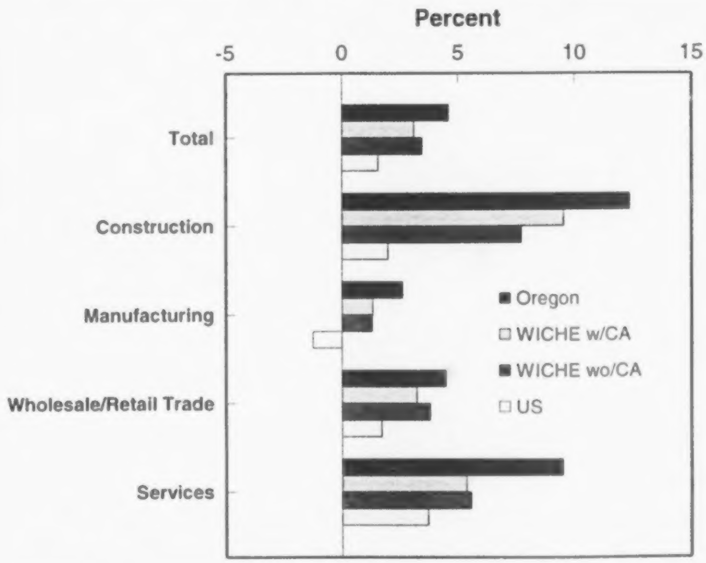
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 22

In FY94, 61 percent of R&D expenditures came from federal sources and another 12.8 percent came from the state.

See Part IV, Table 23

Employment Changes in Selected Industry Sectors January 1995 - January 1996



Source: US Bureau of Labor Statistics, 1996

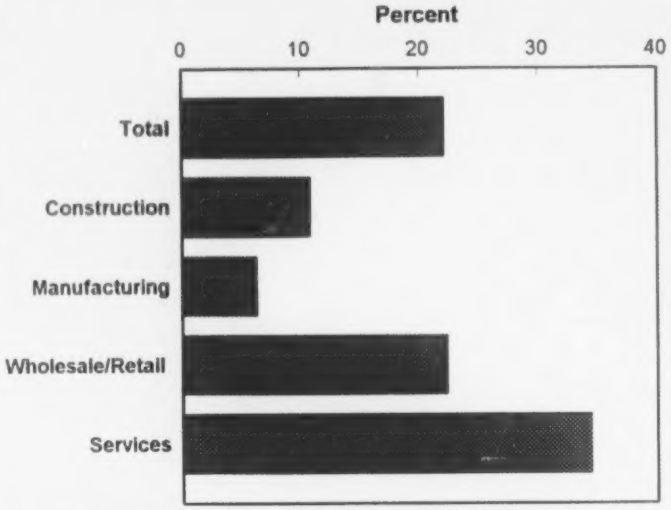
Indicator 23

Oregon had the largest increase in services employment of any WICHE state during 1995 and posted increases in other industry sectors that were significantly above those of the region and nation as a whole.

See Part IV, Table 24

OREGON

Projected Change in Employment in Selected Industry Sectors, 1995 - 2005



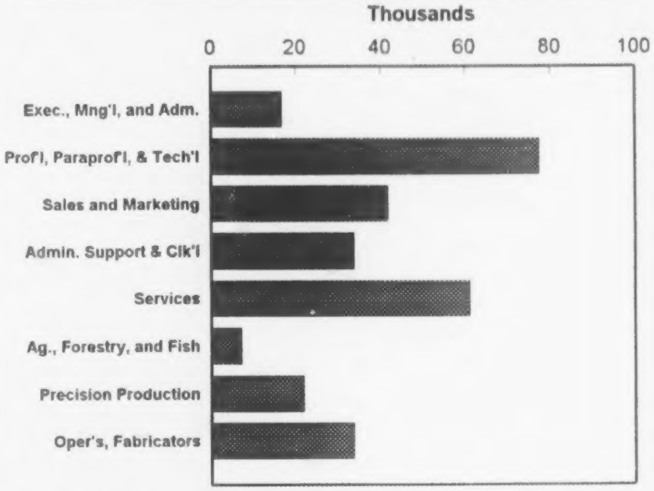
Source: Oregon Employment Department (1995), Oregon Occupational Projections, 1995-2005

Indicator 24

The projected growth in employment in Oregon between 1995 and 2005 will range from 6.3 percent in manufacturing to 34.5 percent in services.

See Part IV, Table 25

Projected Numerical Change in Employment in Major Occupational Categories, 1995 - 2005



*Note: See Table 26 for complete category names

Source: Oregon Employment Department (1995), Oregon Occupational Projections, 1995-2005

Indicator 25

Professional, Paraprofessional, and Technician occupations, which often require postsecondary education, are projected to account for about 26 percent of total employment growth in Oregon between 1995 and 2005. Service occupations, which often require no more than a high school education, will account for another 21 percent.

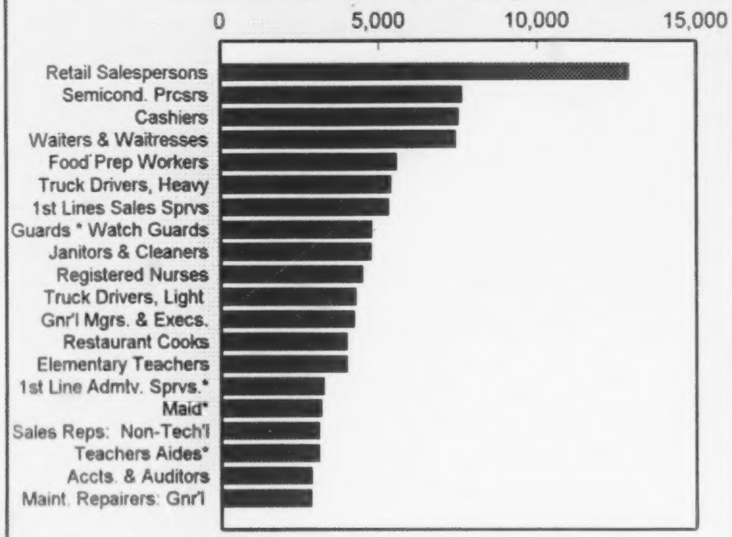
See Part IV, Table 26

OREGON

Indicator 26

These 20 occupations are projected to account for 32 percent of total employment growth in Oregon between 1995 and 2005.

20 Occupations Projected to Have the Largest Numerical Growth, 1995 - 2005



*See Table 27 for complete occupational names.

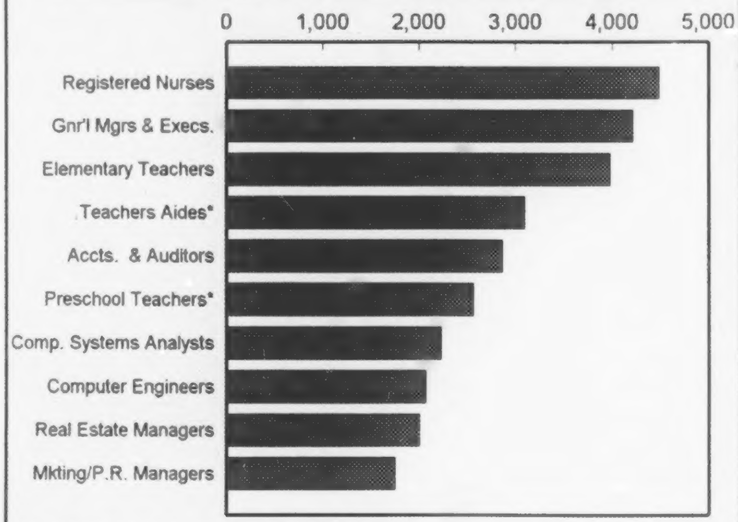
Source: Oregon Employment Department (1995), Oregon Occupational Projections, 1995-2005

See Part IV, Table 27

Indicator 27

The demand for more real estate and property managers appears to be unique to Oregon among the WICHE states.

10 Occupations Requiring Postsecondary Education with the Largest Numerical Growth, 1995 - 2005

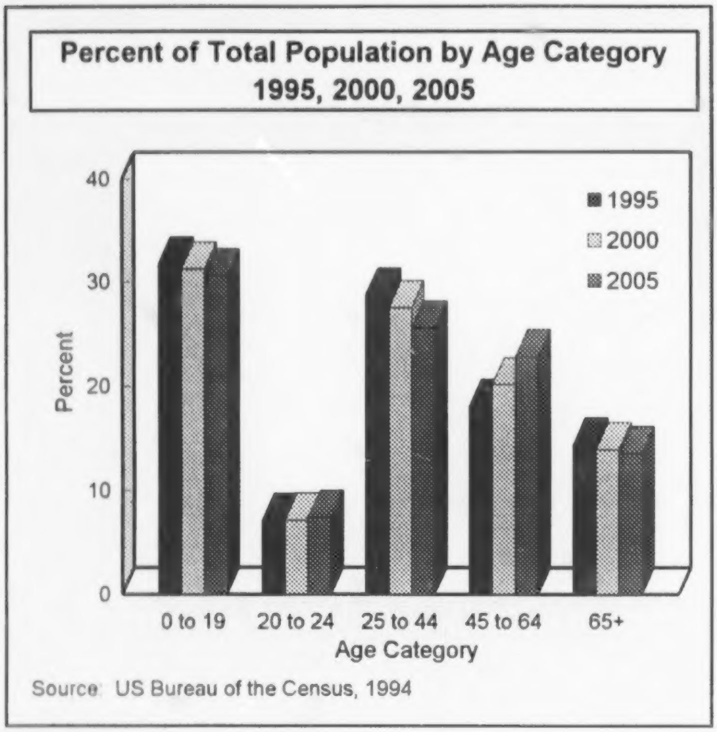


*See Table 28 for complete occupational names.

Source: Oregon Employment Department (1995), Oregon Occupational Projections, 1995-2005

See Part IV, Table 28

SOUTH DAKOTA

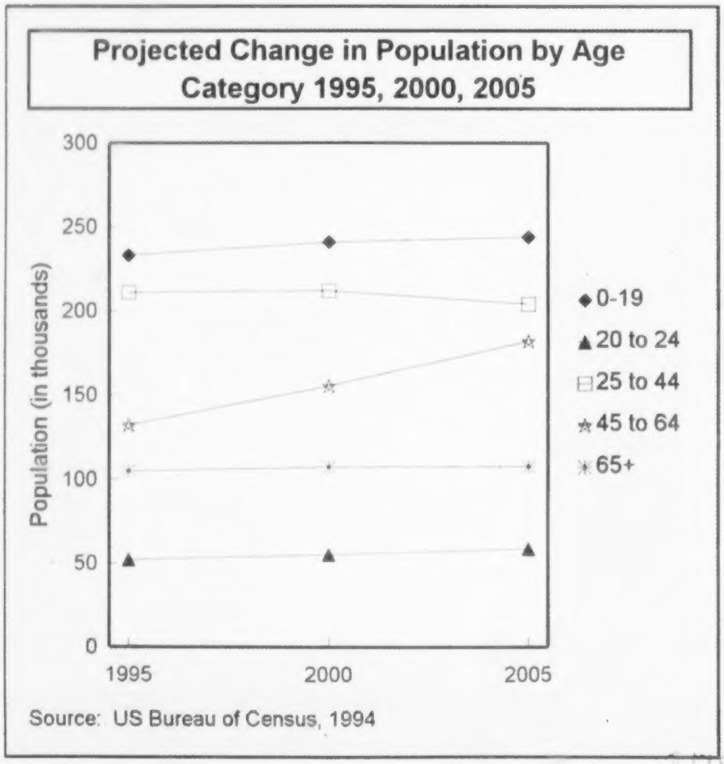


Source: US Bureau of the Census, 1994

Indicator 1

By 2005, 7.4 percent of South Dakota residents will fall in the traditional college age group (20-24 years of age) compared to 7.1 percent in 1995.

See Part IV, Table 1



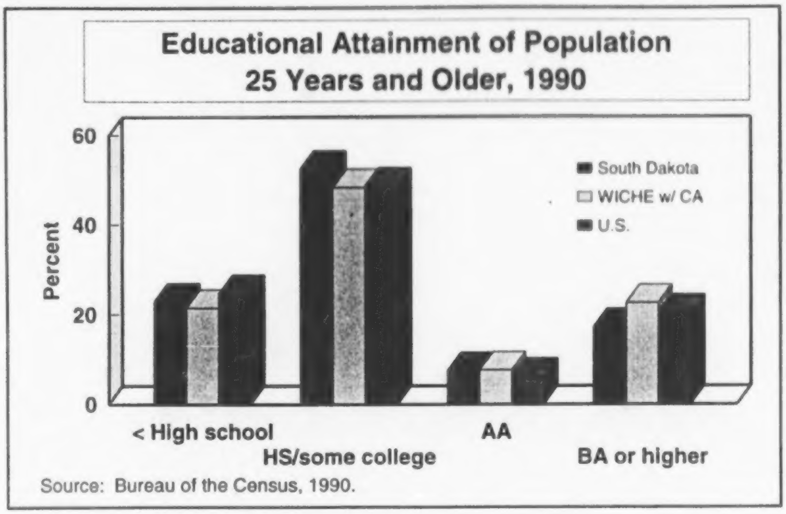
Source: US Bureau of Census, 1994

Indicator 2

The largest projected change (38 percent or 50,000 people) in South Dakota's population will occur in the 45-to-64-year-old age group.

See Part IV, Table 1

SOUTH DAKOTA



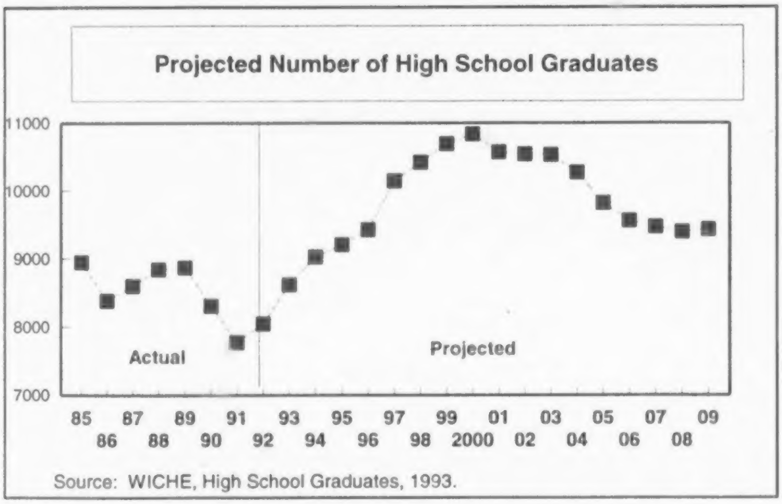
Educational Attainment of Population 25 Years and Older, 1990

Source: Bureau of the Census, 1990.

Indicator 3

On average, South Dakota residents over age 25 tend to have less baccalaureate-level preparation than people in this age group nationally.

See Part IV, Table 2



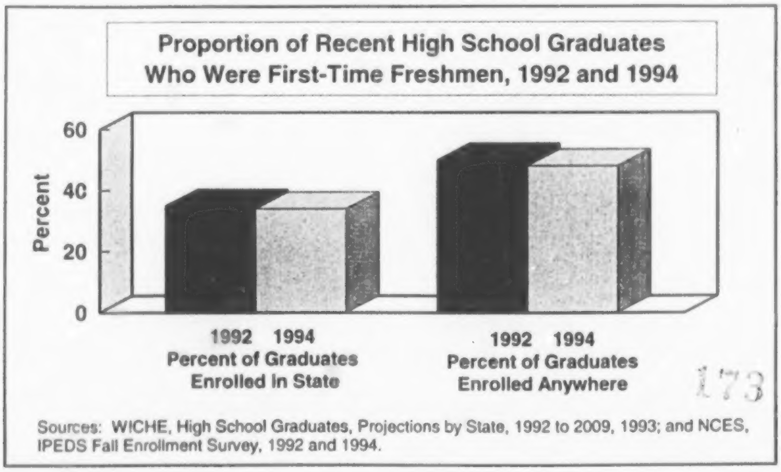
Projected Number of High School Graduates

Source: WICHE, High School Graduates, 1993.

Indicator 4

Projections indicate that South Dakota will have 134 or one percent more high school graduates in 2005-06 than in 1995-96.

See Part IV, Table 3



Proportion of Recent High School Graduates Who Were First-Time Freshmen, 1992 and 1994

Sources: WICHE, High School Graduates, Projections by State, 1992 to 2009, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992 and 1994.

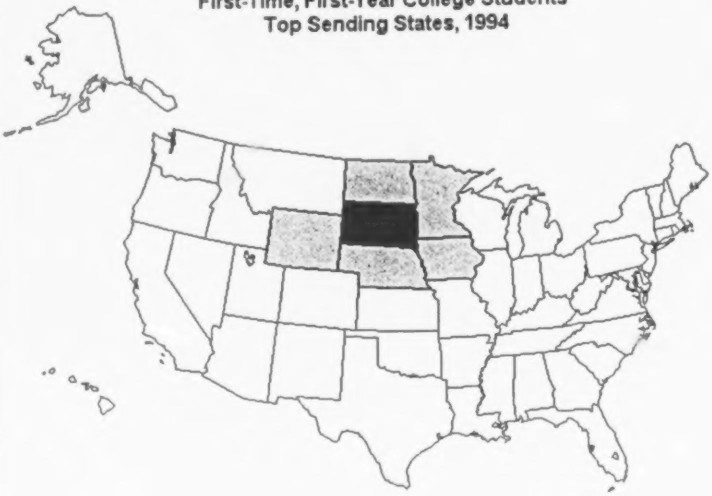
Indicator 5

The proportion of recent high school graduates that enrolled in South Dakota declined between 1992 and 1994, and the proportion that enrolled anywhere also declined.

See Part IV, Table 4

SOUTH DAKOTA

In-Migrants South Dakota:
First-Time, First-Year College Students*
Top Sending States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

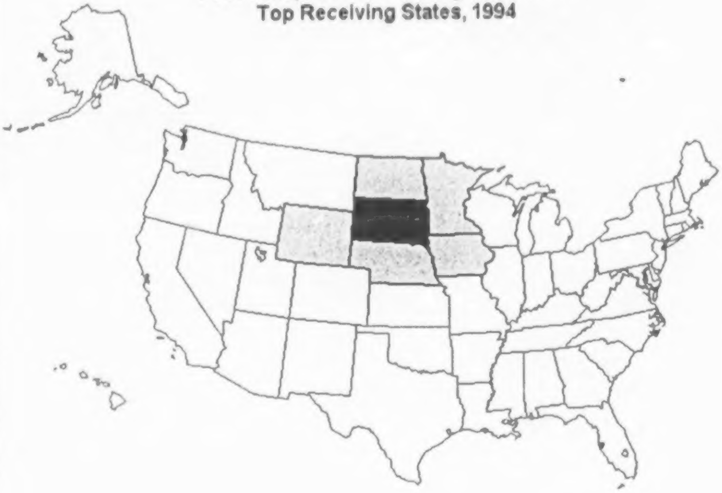
Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

Indicator 6

Approximately 31 percent of the first-time freshmen enrolled in South Dakota in 1994 were nonresidents. Of these, 77 percent came from five states: Iowa, Minnesota, Nebraska, North Dakota, and Wyoming.

See Part IV, Table 5

Out-Migrants South Dakota:
First-Time, First-Year College Students*
Top Receiving States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

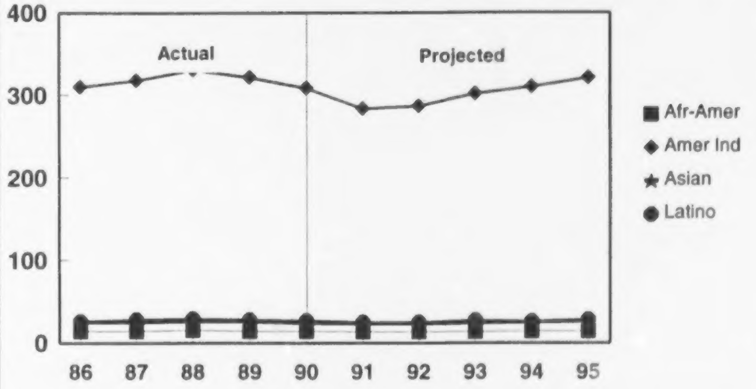
Indicator 7

Nearly 25 percent of the South Dakota residents who were enrolled as first-time freshmen in 1994 were enrolled out-of-state.

See Part IV, Table 5

SOUTH DAKOTA

Trends in the Number of High School Graduates by Race/Ethnicity, 1985-86 through 1994-95



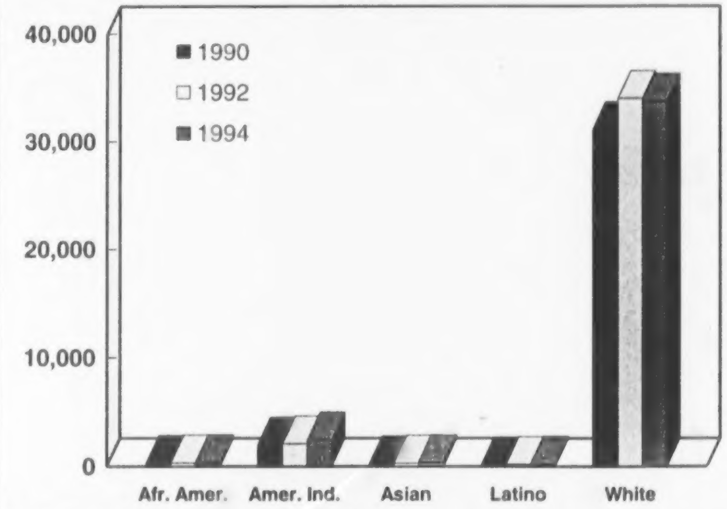
Source: WICHE, The Road to College: Educational Progress by Race and Ethnicity, 1991.

Indicator 8

Modest increases in the numbers of high school graduates were projected across racial/ethnic groups between 1985 and 1994.

See Part IV, Table 6

College Enrollment by Race and Ethnicity Fall 1990, 1992, and 1994



Source: National Center for Education Statistcs, Integrated Postsecondary Data System, Fall Enrollment survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

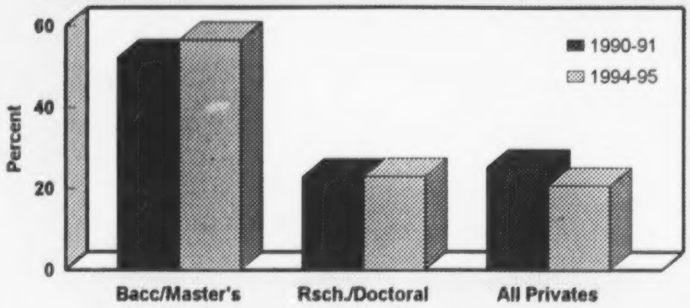
Indicator 9

In South Dakota, with the exception of African-Americans and Whites, the number of students from each major racial/ethnic group grew between 1992 and 1994.

See Part IV, Table 7

SOUTH DAKOTA

Undergraduate FTE Enrollments in Institutions of Higher Education by Sector, 1990-91 and 1994-95



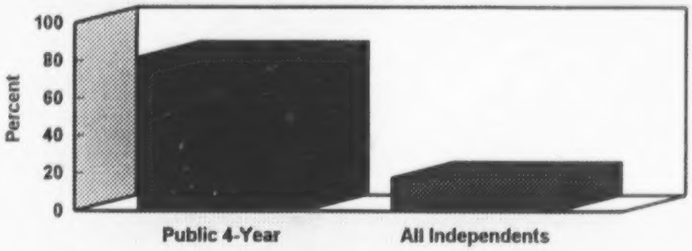
Note: There are no public two-year institutions in South Dakota.
Sources: National Center for Education Statistics, IPEDS Fall Enrollment Survey, 1990 and 1994.

Indicator 10

Baccalaureate/master's institutions gained enrollment share while the independent institutions lost shares between 1990 and 1994.

See Part IV, Table 9

Undergraduate FTE Enrollments in Institutions of Higher Education By Sector, 1995-96--Unaudited



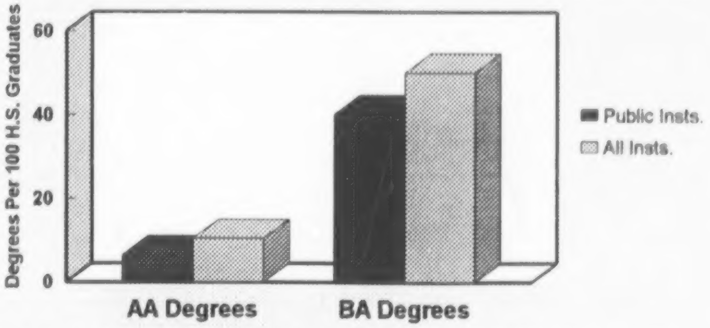
Note: There are no public two-year institutions in South Dakota.
Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data suggest that the public sector will continue to increase its enrollment share.

See Part IV, Table 8

Degree Production Per 100 High School Graduates 1993-94



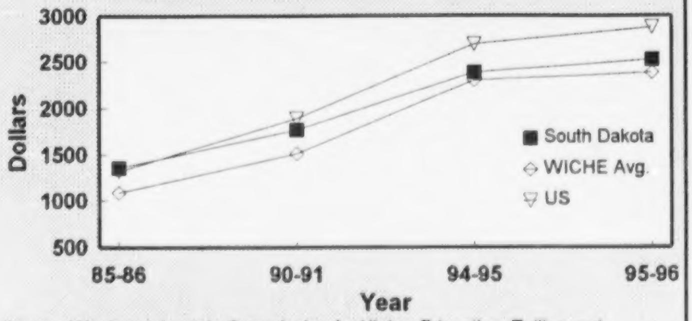
Sources: WICHE, High School Graduates, Projections by State 1992-2009; National Center for Education Statistics, IPEDS Completions Survey, 1993.

Indicator 12

The state's public institutions produced about 40 baccalaureate degrees in 1994 for every 100 1990 high school graduates.

See Part IV, Table 10

SOUTH DAKOTA



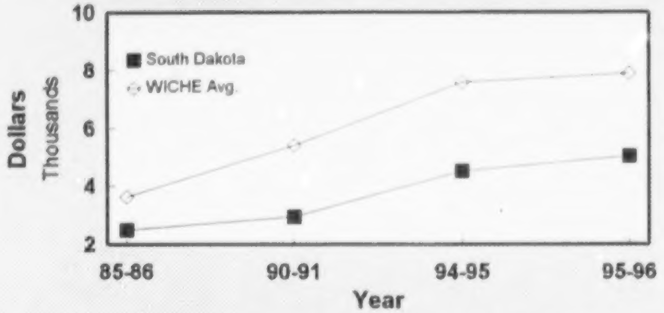
Resident Undergraduate Tuition and Fees at Public Four-Year Institutions

Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 13

South Dakota's resident undergraduate tuition and fees at public four-year institutions increased somewhat less than the regional increase between 1990 and 1995 but are slightly higher than the regional average.

See Part IV, Table 11



Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions

Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 14

Nonresident undergraduate tuition and fees increased by 70.8 percent between 1990 and 1995.

See Part IV, Table 11

Resident In-District Tuition and Fees at Public Two-Year Institutions

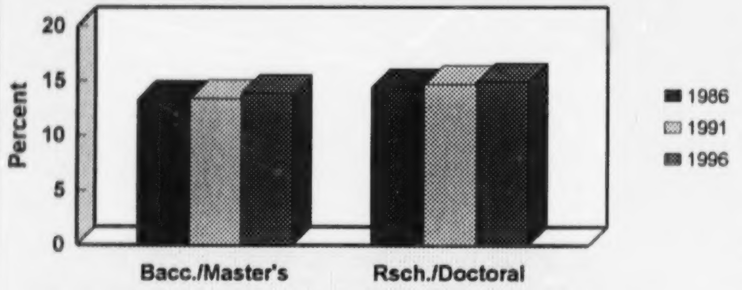
South Dakota has no two-year, state-supported institutions.

Indicator 15

See Part IV, Table 12

SOUTH DAKOTA

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

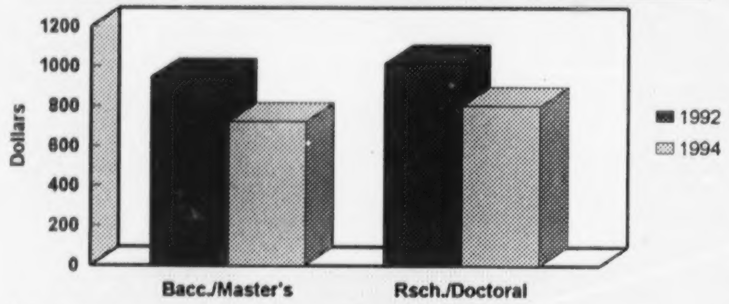
Indicator 16

Between 1986 and 1996, the portion of per capita disposable income dedicated to tuition and fees remained relatively stable for students at public institutions.

See Part IV, Table 13

Revised 4/10/97

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



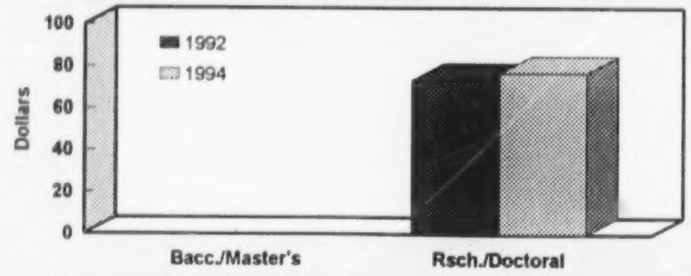
Note: South Dakota has no public two-year institutions.
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted student financial aid per FTE undergraduate student declined at public institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



South Dakota has no public two-year institutions.
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

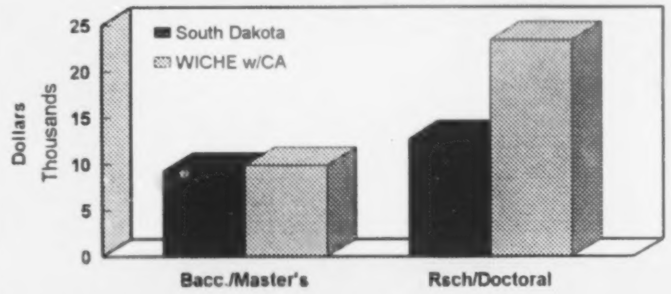
Indicator 18

Research/doctoral institutions allocated larger amounts of unrestricted financial aid per FTE student in 1994 than in 1992.

See Part IV, Table 15

SOUTH DAKOTA

Education and General Expenditures Per FTE Student, Fiscal Year 1994



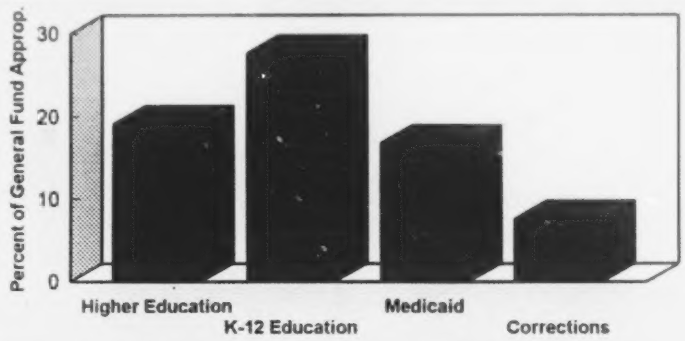
Note South Dakota has no public two-year institutions
Source National Center for Educational Statistics, IPEDS Finance Surveys, Fiscal Year 1994, and Fall Enrollment Survey, 1993-94

Indicator 19

In FY94, South Dakota's public colleges and universities expended less on average per undergraduate FTE than the regional average.

See Part IV, Table 19

State Approp. to Higher Education, K-12 Education, Medicaid, and Corrections as a Percent of Total Appropriations, FY1996



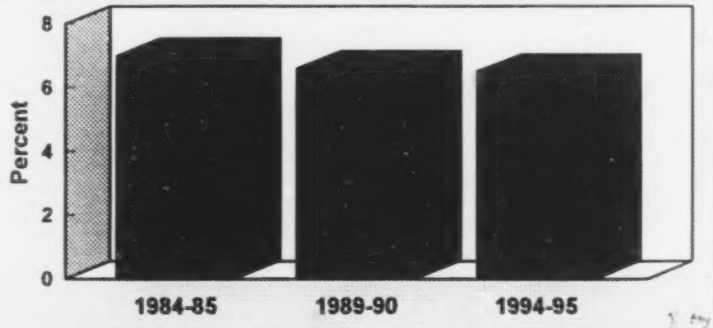
Source: National Conference of State Legislatures, State Budget Action, 1995.

Indicator 20

In FY96, higher education received about 19.2 percent of state appropriations in South Dakota.

See Part IV, Table 20

State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95



Source: Research Associates of Washington, State Profiles: Financing Public Higher Education, October 1994 and October 1995.

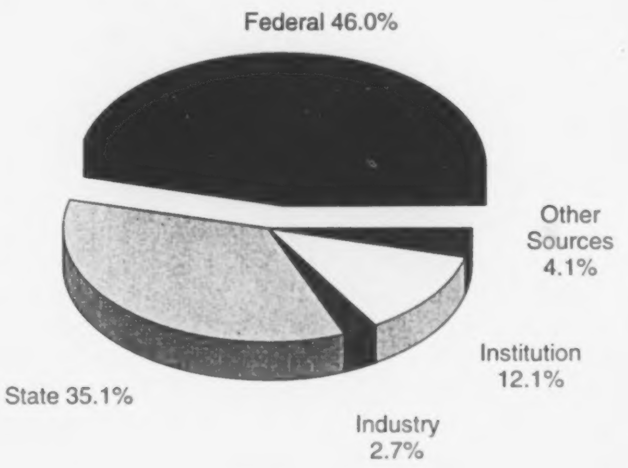
Indicator 21

In the five-year period 1989 to 1994, higher education's share of state appropriations in South Dakota remained about level.

See Part IV, Table 21

SOUTH DAKOTA

Research and Development Expenditures by Revenue Source, Public Institutions, 1994



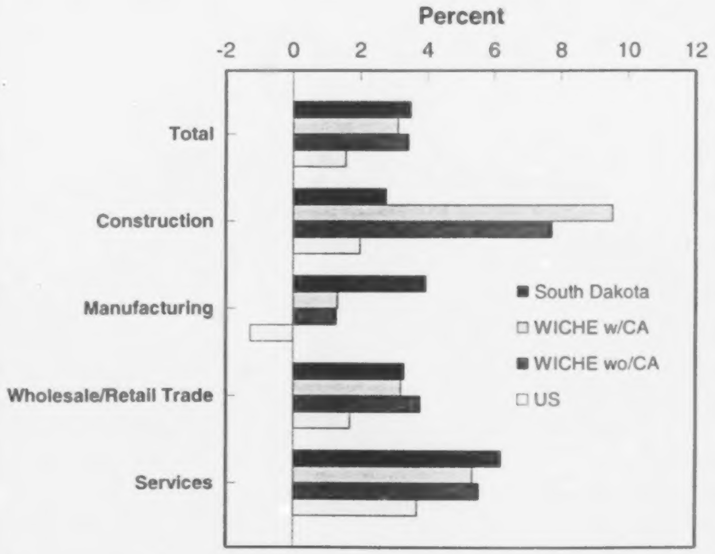
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 22

In FY94, 46 percent of R&D expenditures came from federal sources and another 35.1 percent came from the state.

See Part IV, Table 23

Employment Changes in Selected Industry Sectors January 1995 - January 1996



Source: US Bureau of Labor Statistics, 1996

Indicator 23

South Dakota had a strong increase in manufacturing employment during 1995, but was generally near or below regional and national increases in other industry sectors.

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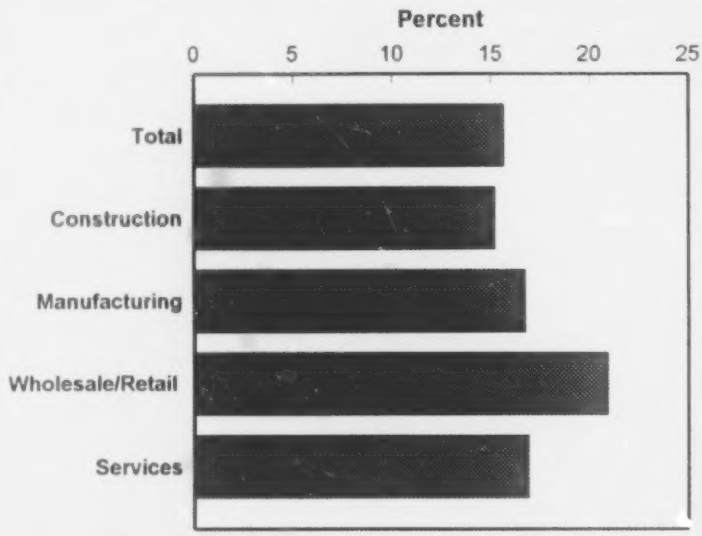
See Part IV, Table 24

SOUTH DAKOTA

Projected Change in Employment in Selected Industry Sectors, 1994 - 2005



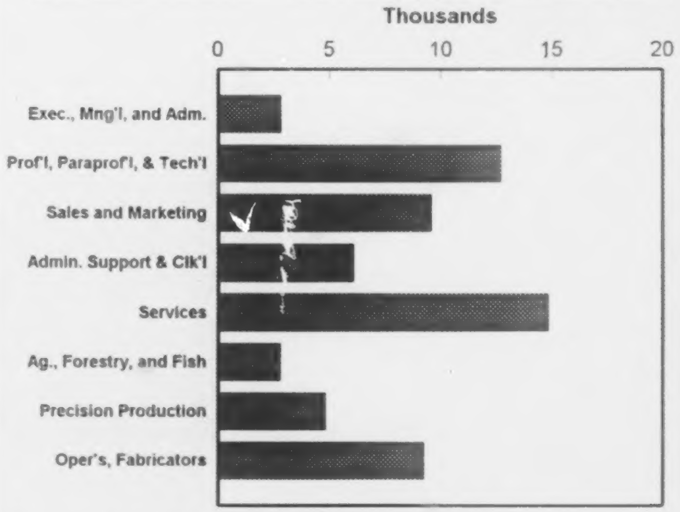
Source: Unpublished data from South Dakota Department of Labor, Labor Market Information Center (1996)

Indicator 24

The projected growth in employment in South Dakota between 1994 and 2005 will range from 15.2 percent in construction to 20.9 percent in wholesale and retail trade.

See Part IV, Table 25

Projected Numerical Change in Employment in Major Occupational Categories, 1994 - 2005



*Note: See Table 26 for complete category names

Source: Unpublished data from South Dakota Department of Labor, Labor Market Information Center (1996)

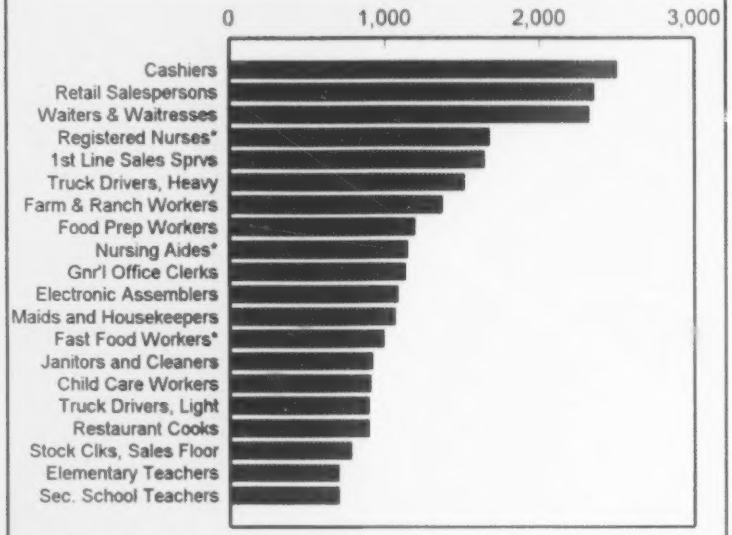
Indicator 25

Professional, Paraprofessional, and Technician occupations, which often require postsecondary education, are projected to account for about 20 percent of total employment growth in South Dakota between 1994 and 2005. Service occupations, which often require no more than a high school education, will account for another 24 percent.

See Part IV, Table 26

SOUTH DAKOTA

20 Occupations Projected to Have the Largest Numerical Growth, 1994 - 2005



*See Table 27 for complete occupational names.

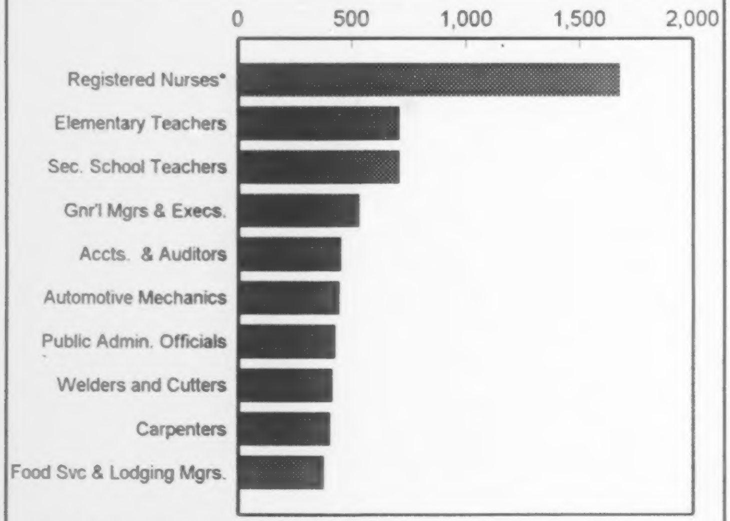
Source: Unpublished data from South Dakota Department of Labor, Labor Market Information Center (1996)

Indicator 26

These 20 occupations are projected to account for 41 percent of total employment growth in South Dakota between 1994 and 2005.

See Part IV, Table 27

10 Occupations Requiring Postsecondary Education with the Largest Numerical Growth, 1994 - 2005



*See Table 28 for complete occupational names.

Source: Unpublished data from South Dakota Department of Labor, Labor Market Information Center (1996)

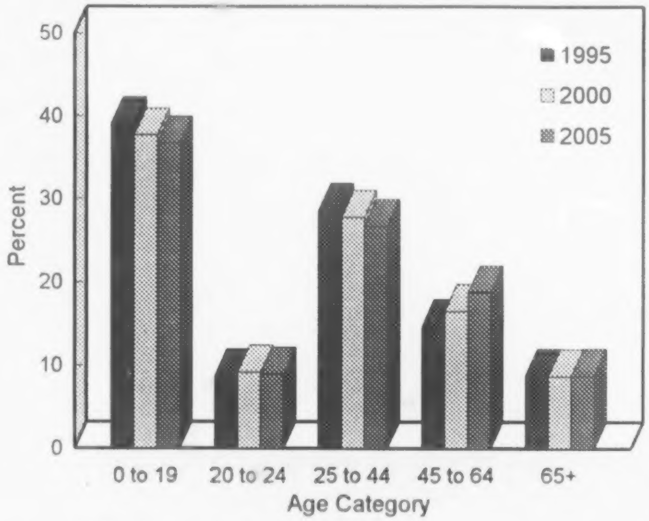
Indicator 27

Though state and federal government employment is stable or shrinking, the demand for local government services is growing and creating a demand for more public administration officials.

See Part IV, Table 28

UTAH

Percent of Total Population by Age Category 1995, 2000, 2005



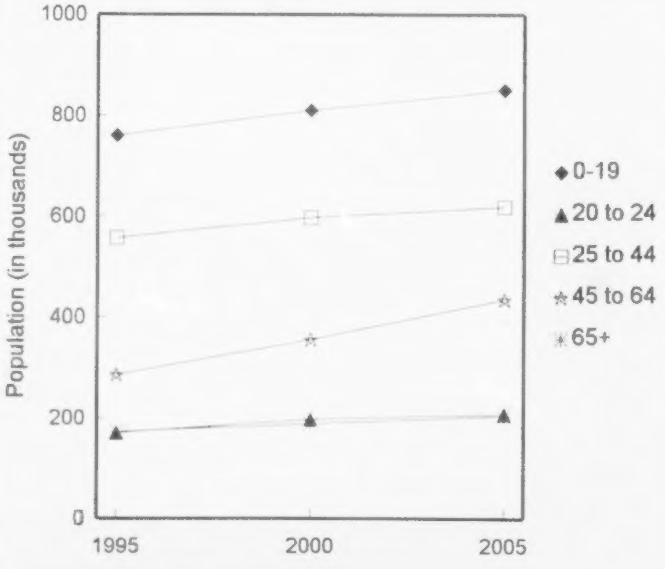
Source: US Bureau of the Census, 1994

Indicator 1

By 2005, nine percent of Utah residents will fall in the traditional college age group (20-24 years of age) compared to 8.7 percent in 1995.

See Part IV, Table 1

Projected Change in Population by Age Category 1995, 2000, 2005



Source: US Bureau of Census, 1994

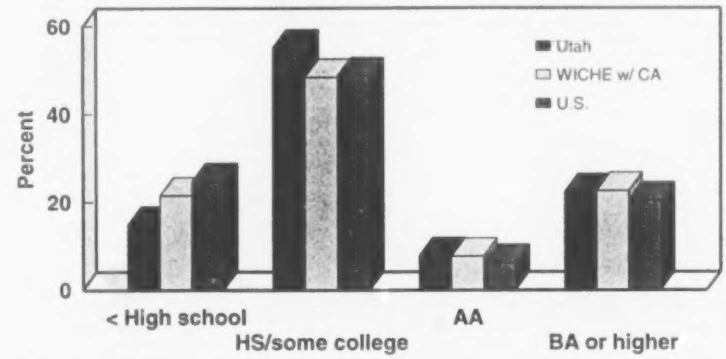
Indicator 2

The largest projected change (52 percent or 149,000 people) in Utah's population will occur in the 45-to-64-year-old age group.

See Part IV, Table 1

UTAH

Educational Attainment of Population 25 Years and Older, 1990



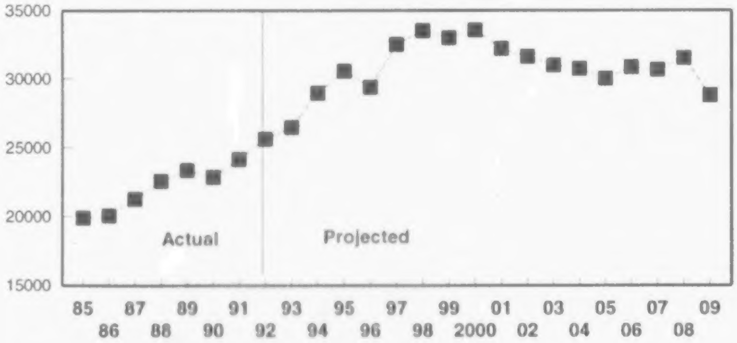
Source: Bureau of the Census, 1990.

Indicator 3

On average, Utah residents over age 25 tend to have somewhat more postsecondary education than people in this age group nationally.

See Part IV, Table 2

Projected Number of High School Graduates



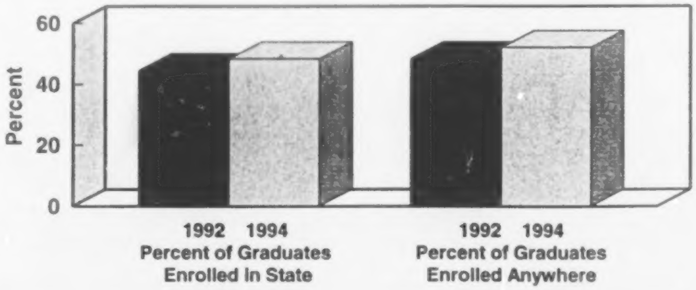
Source: WICHE, High School Graduates, 1993.

Indicator 4

Projections indicate that Utah will have 1,489 or five percent more high school graduates in 2005-06 than in 1995-96.

See Part IV, Table 3

Proportion of Recent High School Graduates Who Were First-Time Freshmen, 1992 and 1994



Sources: WICHE, High School Graduates, Projections by State, 1992 to 2009, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992 and 1994.

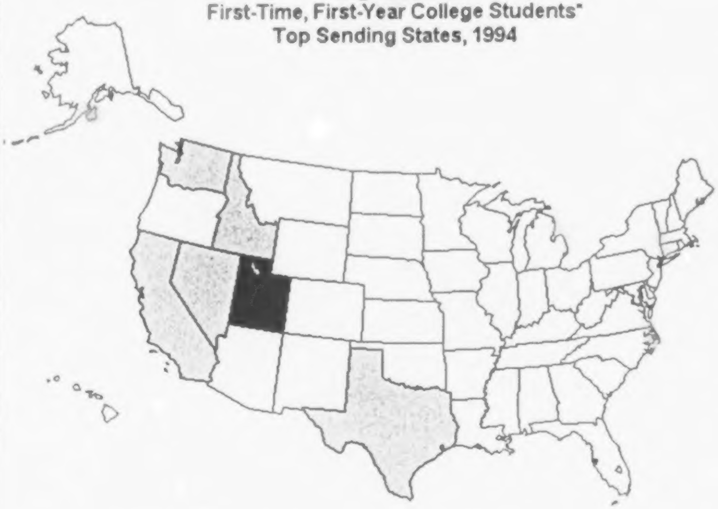
Indicator 5

The proportion of recent high school graduates that enrolled in Utah increased between 1992 and 1994, and the proportion that enrolled anywhere also increased.

See Part IV, Table 4

UTAH

In-Migrants Utah:
First-Time, First-Year College Students*
Top Sending States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

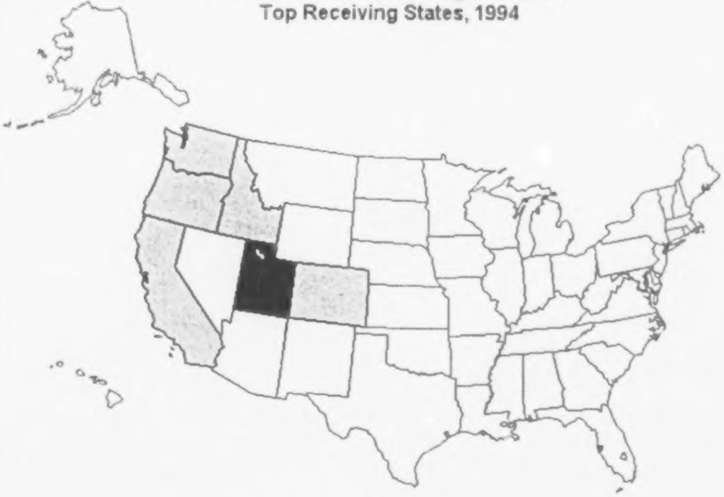
Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

Indicator 6

More than 25 percent of the first-time freshmen enrolled in Utah in 1994 were nonresidents. Of these, 6 percent came from five states: California, Idaho, Nevada, Texas, Washington.

See Part IV, Table 5

Out-Migrants Utah:
First-Time, First-Year College Students*
Top Receiving States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

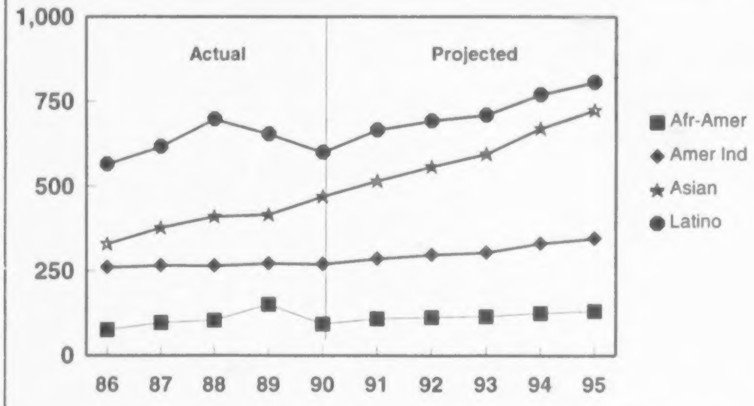
Indicator 7

Approximately 7 percent of the Utah residents who were enrolled as first-time freshmen in 1994 were enrolled out-of-state.

See Part IV, Table 5

UTAH

Trends in the Number of High School Graduates by Race/Ethnicity, 1985-86 through 1994-95



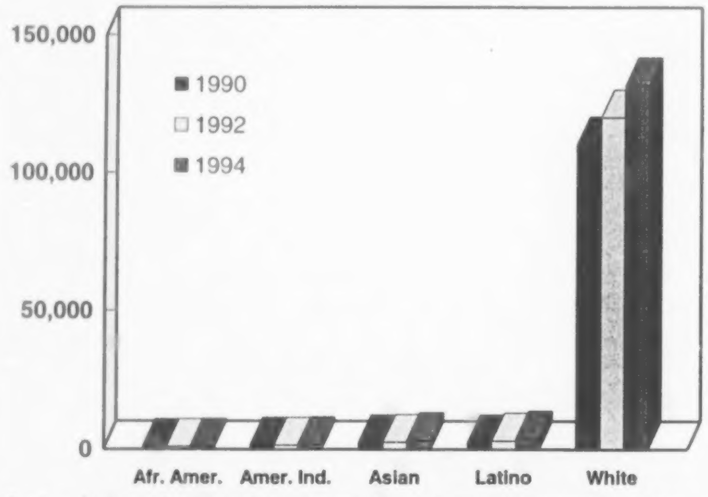
Source: WICHE, The Road to College: Educational Progress by Race and Ethnicity, 1991.

Indicator 8

A significant increase in the number of Latino and Asian high school graduates was projected between 1985 and 1994.

See Part IV, Table 6

College Enrollment by Race and Ethnicity Fall 1990, 1992, and 1994



Source: National Center for Education Statistcs, Integrated Postsecondary Data System, Fall Enrollment survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

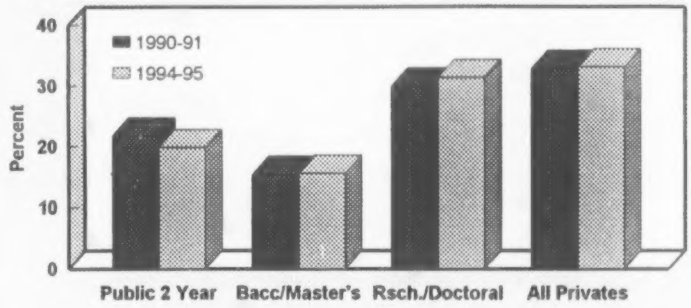
Indicator 9

Utah continued seeing increased enrollments among all racial/ethnic groups in 1994.

See Part IV, Table 7

UTAH

Undergraduate FTE Enrollments in Institutions of Higher Education by Sector, 1990-91 and 1994-95



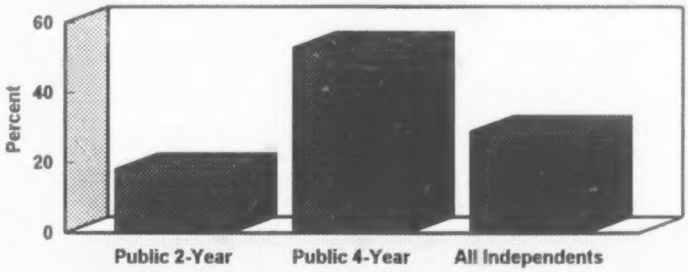
Sources: National Center for Education Statistics, IPEDS Fall Enrollment Survey, 1990 and 1994.

Indicator 10

Public two-year colleges lost enrollment share while research/doctoral and independent institutions gained shares between 1990 and 1994.

See Part IV, Table 9

Undergraduate FTE Enrollments in Institutions of Higher Education By Sector, 1995-96--Unaudited



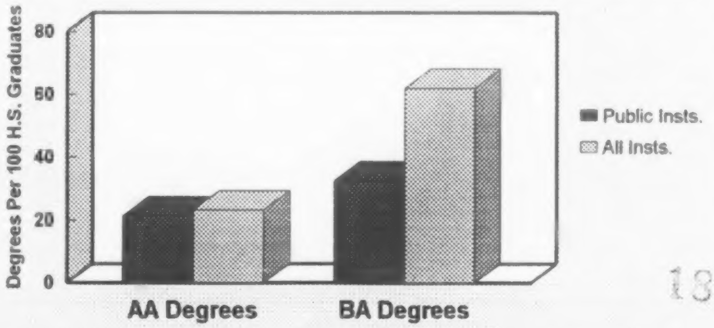
Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data suggest that community colleges will continue to lose enrollment share.

See Part IV, Table 8

Degree Production Per 100 High School Graduates 1993-94



Sources: WICHE, High School Graduates, Projections by State 1992-2009; National Center for Education Statistics, IPEDS Completions Survey, 1993.

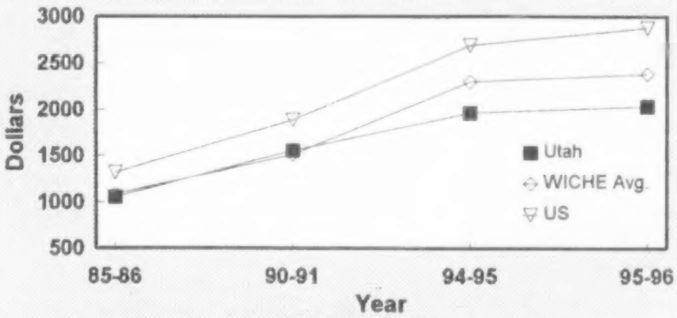
Indicator 12

The state's public institutions produced about 33 baccalaureate degrees in 1994 for every 100 1990 high school graduates.

See Part IV, Table 10

UTAH

Resident Undergraduate Tuition and Fees at Public Four-Year Institutions



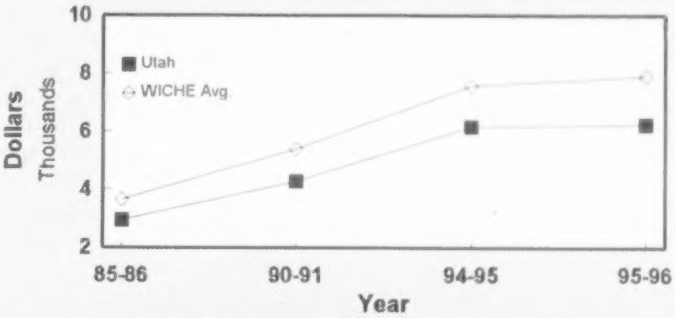
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 13

Utah's resident undergraduate tuition and fees at public four-year institutions increased much less than the regional increase between 1990 and 1995 and remain below the regional average.

See Part IV, Table 11

Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions



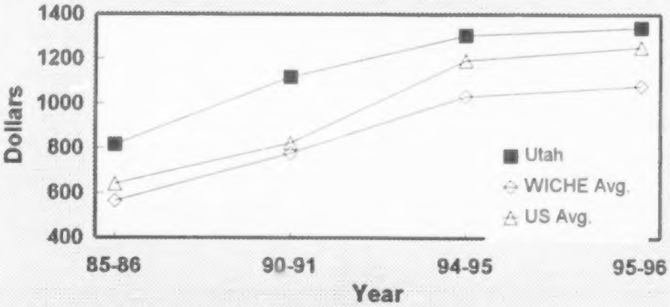
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 14

Nonresident undergraduate tuition and fees increased by 46.1 percent between 1990 and 1995.

See Part IV, Table 11

Resident In-District Tuition and Fees at Public Two-Year Institutions



Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

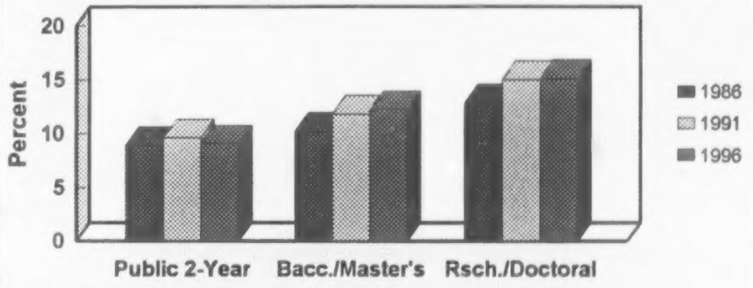
Indicator 15

Tuition and fees at Utah's two-year colleges increased almost 20 percent between 1990 and 1995.

See Part IV, Table 12

UTAH

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

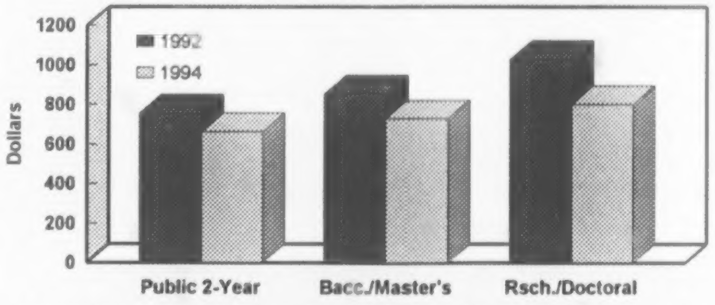
Indicator 16

Between 1986 and 1996, the portion of per capita disposable income dedicated to tuition and fees increased slightly for students at most public institutions.

See Part IV, Table 13

Revised 4/10/97

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



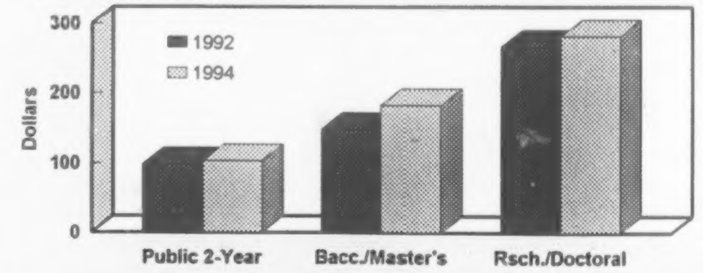
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted student financial aid per FTE undergraduate student declined at public institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

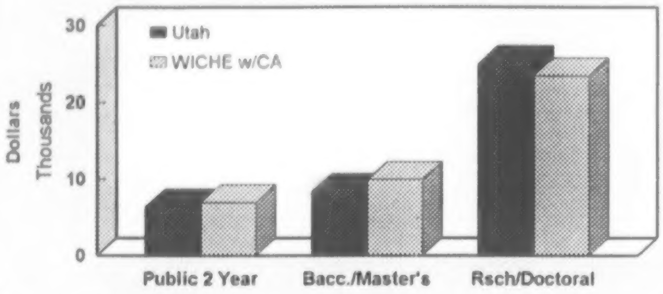
Indicator 18

Public institutions allocated larger amounts of unrestricted financial aid per FTE student in 1994 than in 1992.

See Part IV, Table 15

UTAH

Education and General Expenditures Per FTE Student, Fiscal Year 1994



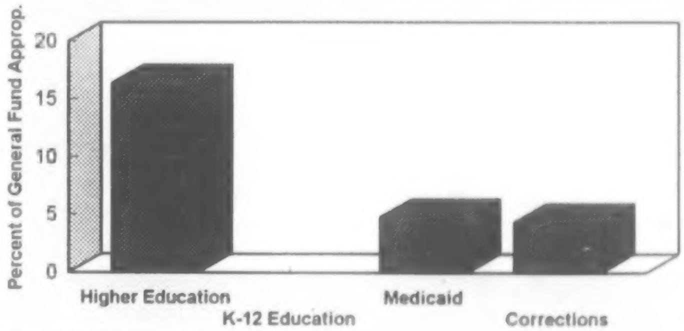
Source: National Center for Educational Statistics, IPEDS Finance Surveys, Fiscal Year 1994, and Fall Enrollment Survey, 1993-94

Indicator 19

In FY 94, Utah's public two-year colleges and baccalaureate/master's institutions expended less on average per undergraduate FTE than the regional average while research/doctoral institutions spent more.

See Part IV, Table 19

State Approp. to Higher Education, K-12 Education, Medicaid, and Corrections as a Percent of Total Appropriations, FY1996



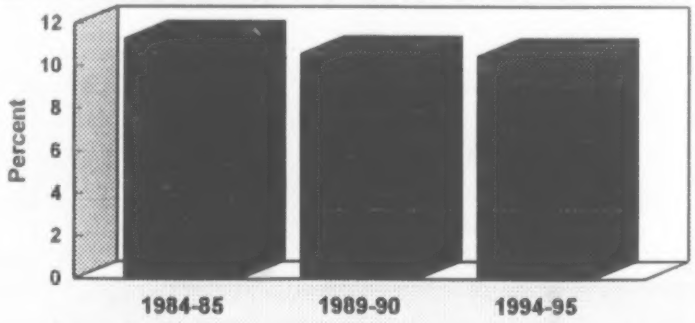
Note: See Table 20 for note on K-12.
Source: National Conference of State Legislatures, State Budget Action, 1995.

Indicator 20

In FY96, higher education received about 16.4 percent of state appropriations in Utah.

See Part IV, Table 20

State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95



Source: Research Associates of Washington, State Profiles: Financing Public Higher Education, October 1994 and October 1995.

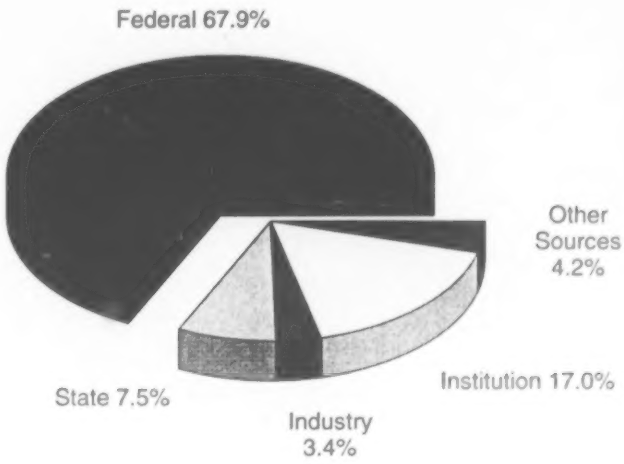
Indicator 21

In the five-year period 1989 to 1994, higher education's share of state appropriations in Utah remained about level.

See Part IV, Table 21

UTAH

Research and Development Expenditures by Revenue Source, Public Institutions, 1994



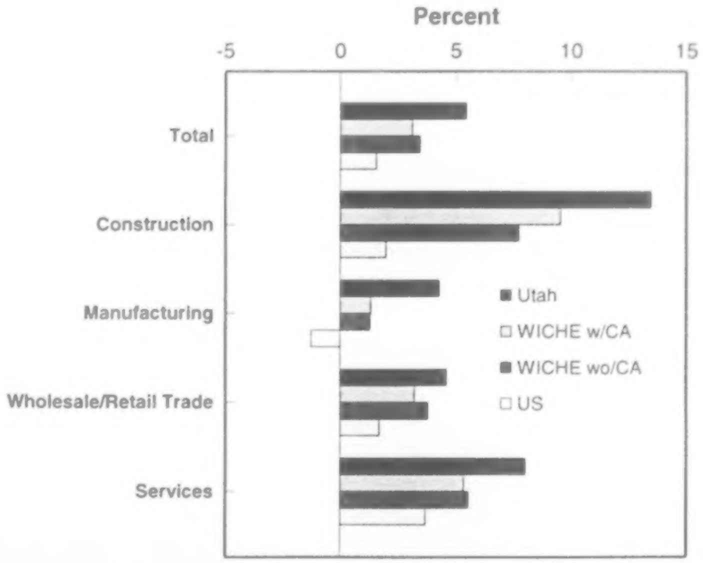
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 22

In FY94, 67.9 percent of R&D expenditures came from federal sources and another 7.5 percent came from the state.

See Part IV, Table 23

Employment Changes in Selected Industry Sectors January 1995 - January 1996



Source: US Bureau of Labor Statistics, 1996

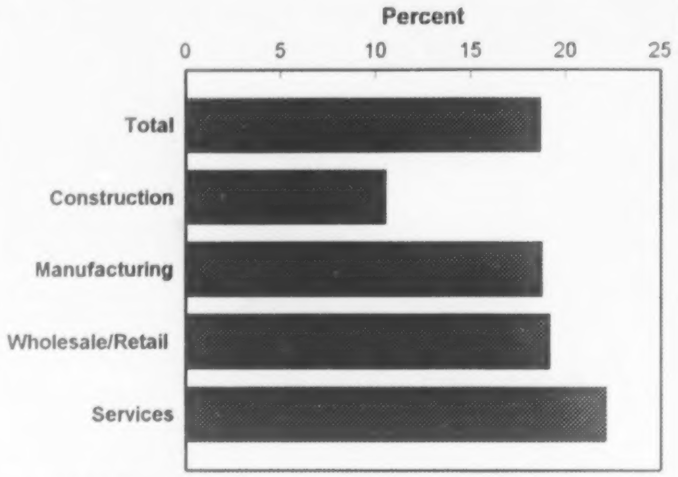
Indicator 23

During 1995 Utah had the second largest gains among WICHE states in construction, manufacturing, services, and total employment and was third in wholesale and retail trade.

See Part IV, Table 24

UTAH

Projected Change in Employment in Selected Industry Sectors, 1996 - 2001



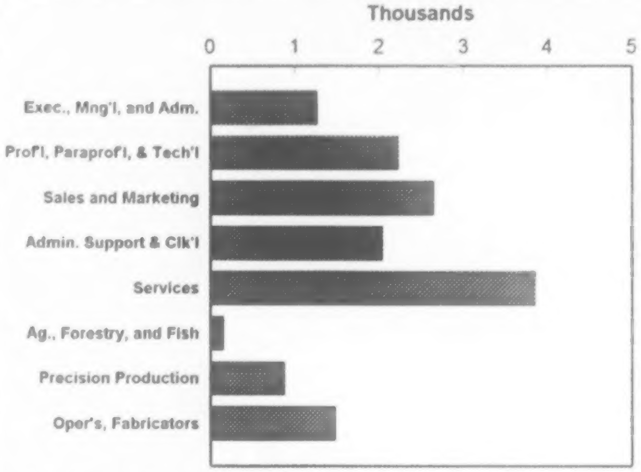
Source: Utah Department of Employment Security, Labor Market Information and Research (1996), Utah Job Outlook, Statewide and Service Delivery Areas 1996-2001

Indicator 24

The projected growth in employment in Utah between 1996 and 2001 will range from 10.5 percent in construction to 22.1 percent in services.

See Part IV, Table 25

Projected Numerical Change in Employment in Major Occupational Categories, 1996 - 2001



*Note: See Table 26 for complete category names

Source: Utah Department of Employment Security, Labor Market Information and Research (1996), Utah Job Outlook, Statewide and Service Delivery Areas 1996-2001

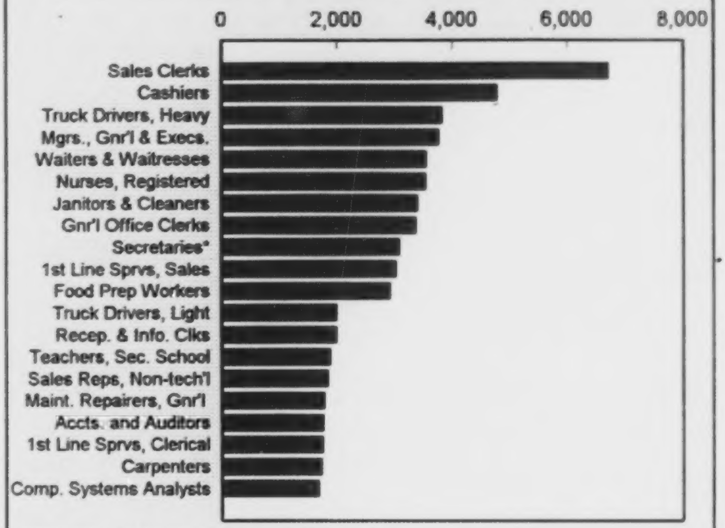
Indicator 25

Professional, Paraprofessional, and Technician occupations, which often require postsecondary education, are projected to account for about 25 percent of total employment growth in Utah between 1996 and 2001. Service occupations, which often require no more than a high school education, will account for another 18 percent.

See Part IV, Table 26

UTAH

20 Occupations Projected to Have the Largest Numerical Growth, 1996 - 2001



*See Table 27 for complete occupational names.

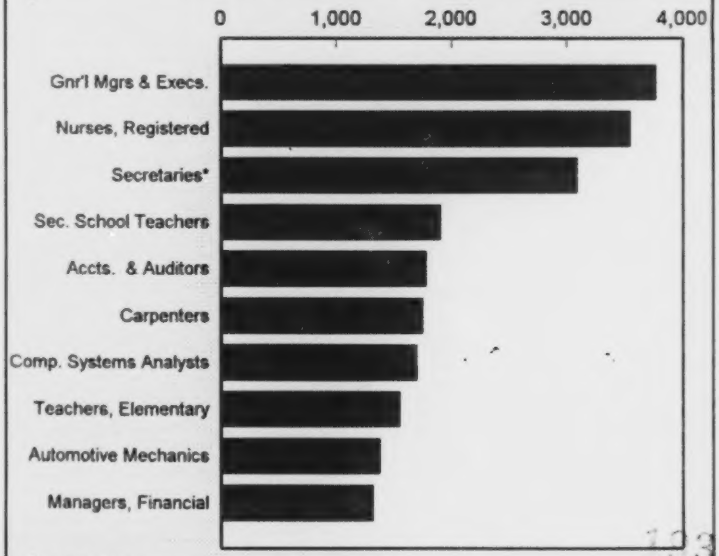
Source: Utah Department of Employment Security, Labor Market Information and Research (1996), Utah Job Outlook, Statewide and Service Delivery Areas 1996-2001

Indicator 26

These 20 occupations are projected to account for 31 percent of total employment growth in Utah between 1996 and 2001.

See Part IV, Table 27

10 Occupations Requiring Postsecondary Education with the Largest Numerical Growth, 1996 - 2001



193

*See Table 28 for complete occupational names.

Source: Utah Department of Employment Security, Labor Market Information and Research (1996), Utah Job Outlook, Statewide and Service Delivery Areas 1996-2001

Indicator 27

Utah's booming population and construction growth are expected to create a need for more carpenters.

See Part IV, Table 28

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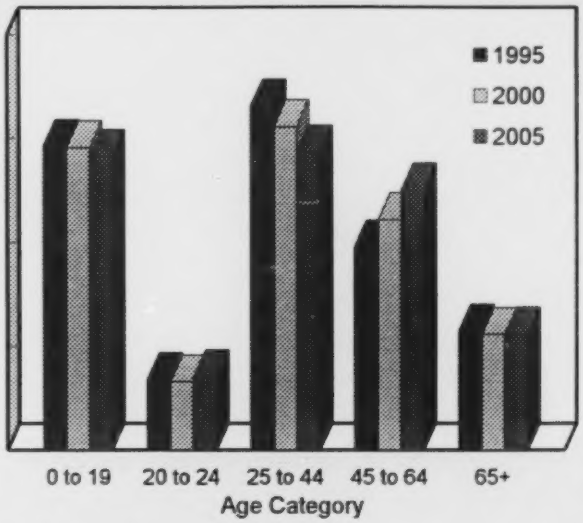
WASHINGTON

Percent of Total Population by Age Category 1995, 2000, 2005



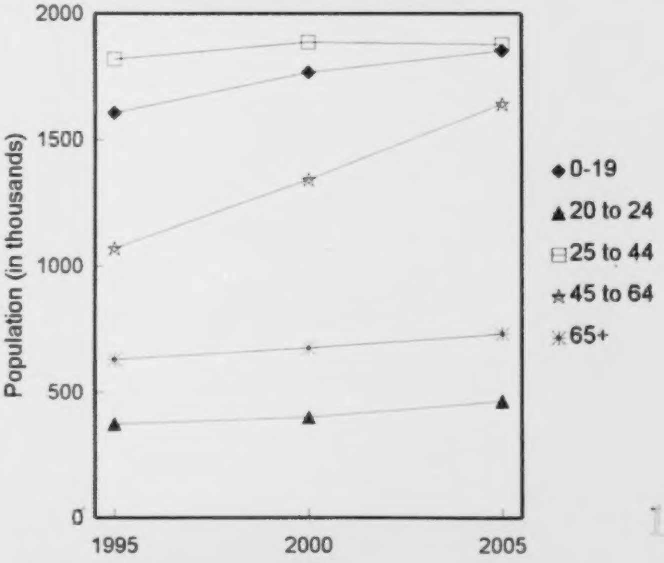
Source: US Bureau of the Census, 1994

Indicator 1

By 2005, 7.1 percent of Washington residents will fall in the traditional college age group (20-24 years of age) compared to 6.8 percent in 1995.

See Part IV, Table 1

Projected Change in Population by Age Category 1995, 2000, 2005



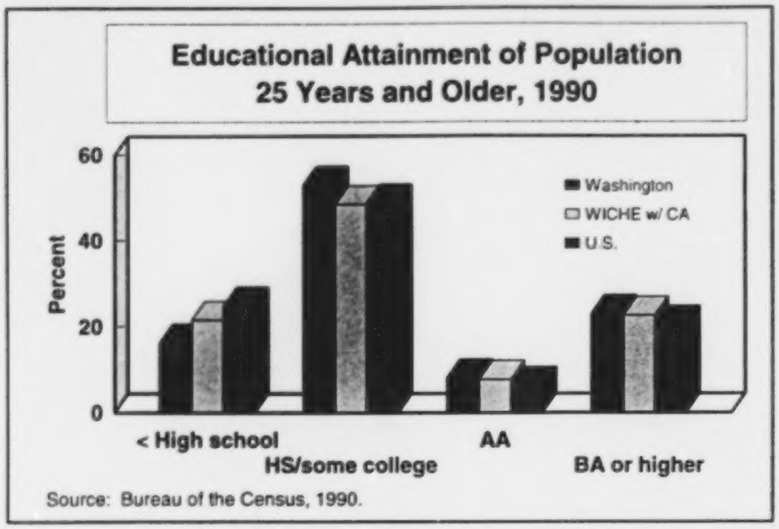
Source: US Bureau of Census, 1994

Indicator 2

The largest projected change (53 percent or 572,000 people) in Washington's population will occur in the 45-to-64-year-old age group.

See Part IV, Table 1

WASHINGTON



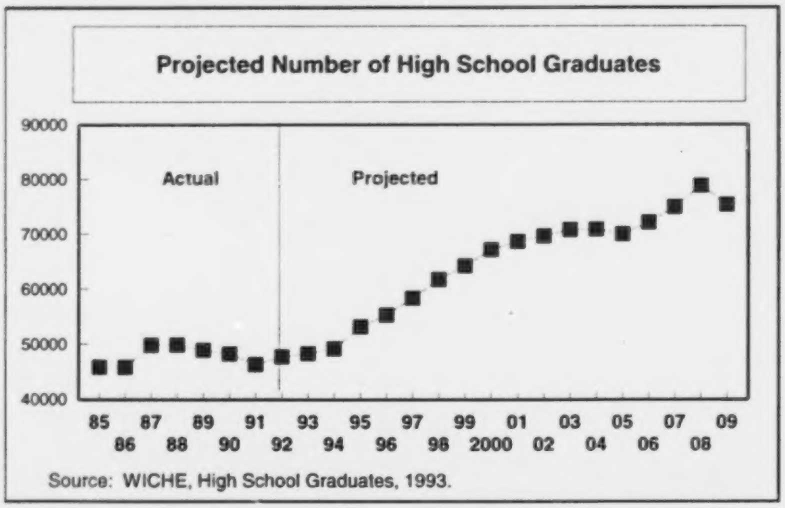
Educational Attainment of Population 25 Years and Older, 1990

Source: Bureau of the Census, 1990.

Indicator 3

On average, Washington residents over age 25 tend to have more postsecondary education than people in this age group nationally.

See Part IV, Table 2



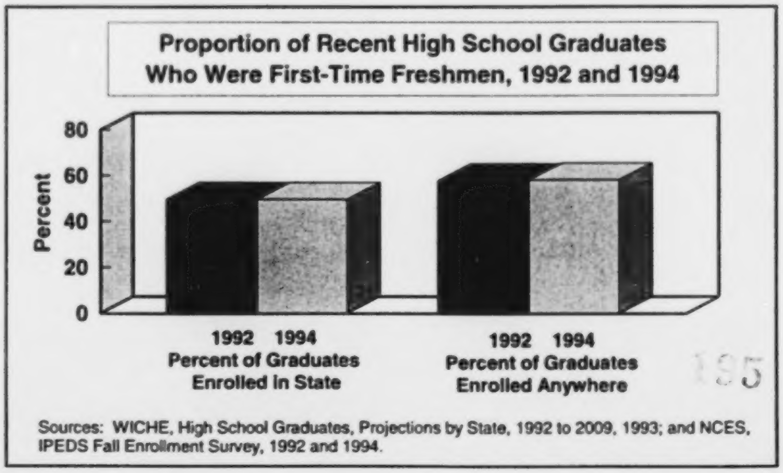
Projected Number of High School Graduates

Source: WICHE, High School Graduates, 1993.

Indicator 4

Projections indicate that Washington will have 16,821 or 30 percent more high school graduates in 2005-06 than in 1995-96.

See Part IV, Table 3



Proportion of Recent High School Graduates Who Were First-Time Freshmen, 1992 and 1994

Sources: WICHE, High School Graduates, Projections by State, 1992 to 2009, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992 and 1994.

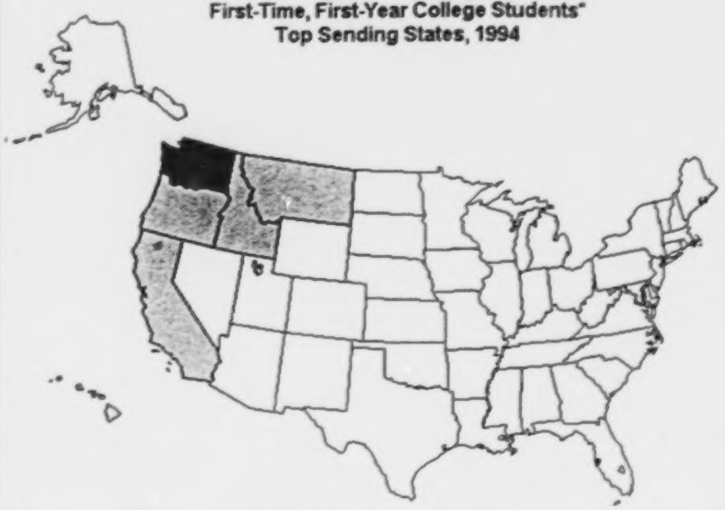
Indicator 5

The proportion of recent high school graduates that enrolled in Washington remained stable between 1992 and 1994, and the proportion that enrolled anywhere also remained stable.

See Part IV, Table 4

WASHINGTON

In-Migrants Washington:
First-Time, First-Year College Students*
Top Sending States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

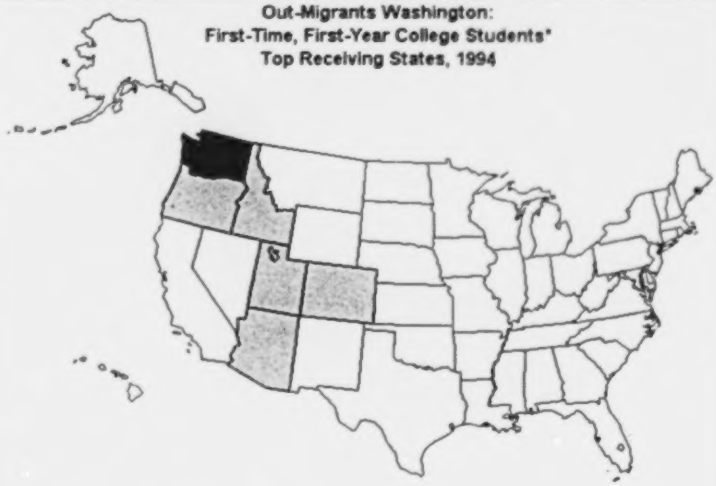
Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

Indicator 6

More than 12 percent of the first-time freshmen enrolled in Washington in 1994 were non-residents. Of these, nearly 33 percent came from five states: California, Hawaii, Idaho, Montana, and Oregon.

See Part IV, Table 5

Out-Migrants Washington:
First-Time, First-Year College Students*
Top Receiving States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

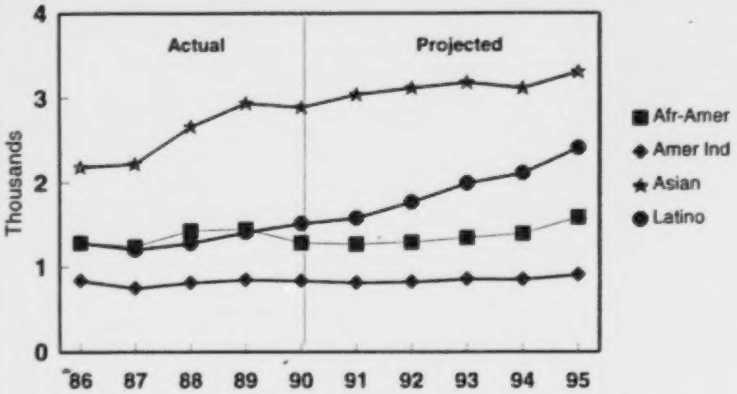
Indicator 7

Close to 8 percent of the Washington residents who were enrolled as first-time freshmen in 1994 were enrolled out-of-state.

See Part IV, Table 5

WASHINGTON

Trends in the Number of High School Graduates by Race/Ethnicity, 1985-86 through 1994-95



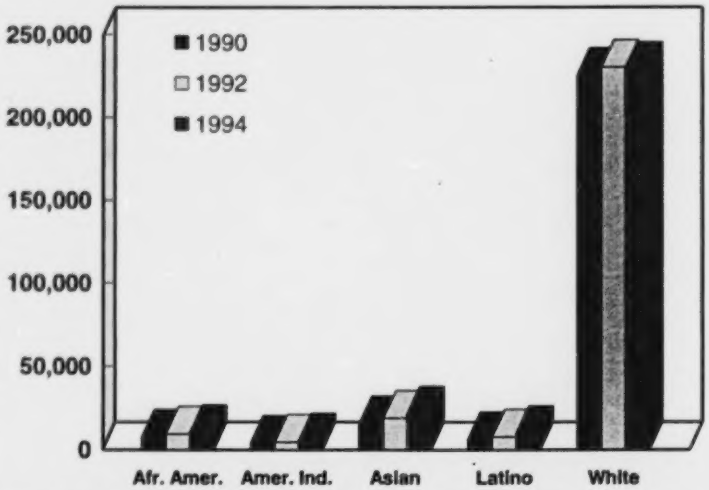
Source: WICHE, The Road to College: Educational Progress by Race and Ethnicity, 1991.

Indicator 8

A significant increase in the number of Latino and Asian high school graduates was projected between 1985 and 1994.

See Part IV, Table 6

College Enrollments by Race and Ethnicity Fall 1990, 1992, and 1994



Source: National Center for Education Statistics, Integrated Postsecondary Data System, Fall Enrollment survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

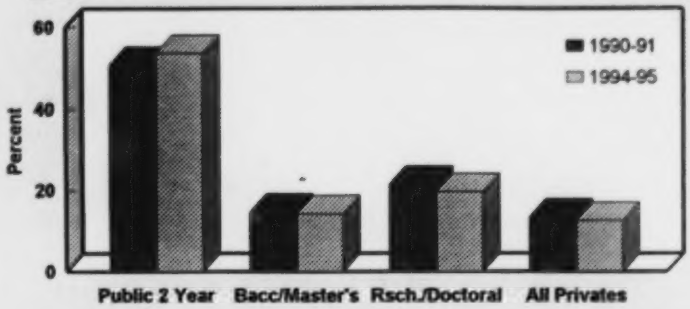
Indicator 9

With the exception of Whites, Washington continued seeing increased enrollments among all major racial/ethnic groups between 1992 and 1994.

See Part IV, Table 7

WASHINGTON

Undergraduate FTE Enrollments in Institutions of Higher Education by Sector, 1990-91 and 1994-95



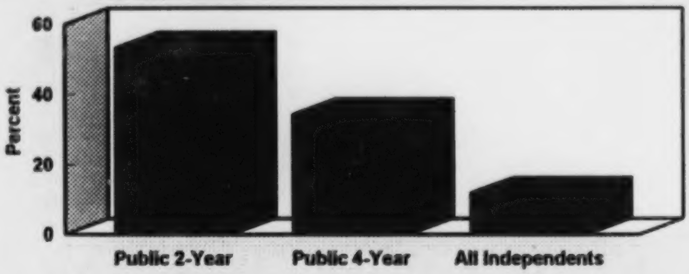
Sources: National Center for Education Statistics, IPEDS Fall Enrollment Survey, 1990 and 1994.

Indicator 10

Public two-year colleges increased enrollment share between 1990 and 1994 while research/ doctoral institutions lost shares.

See Part IV, Table 9

Undergraduate FTE Enrollments in Institutions of Higher Education By Sector, 1995-96--Unaudited



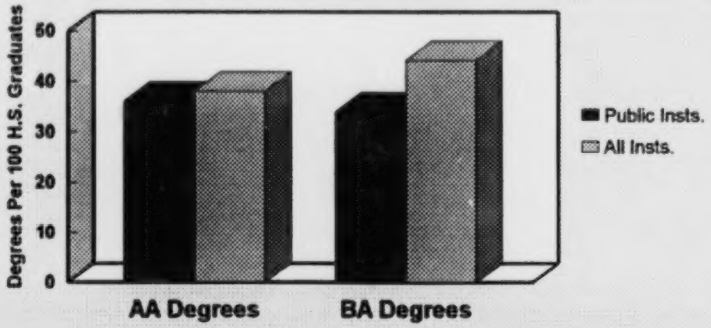
Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data suggest that community colleges will maintain their enrollment share increase.

See Part IV, Table 8

Degree Production Per 100 High School Graduates 1993-94



Sources: WICHE, High School Graduates, Projections by State 1992-2009; National Center for Education Statistics, IPEDS Completions Survey, 1993.

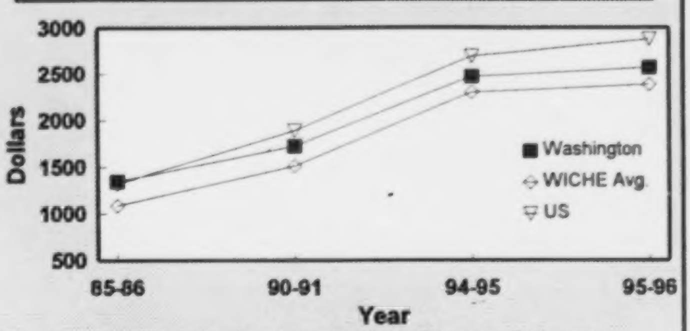
Indicator 12

The state's public institutions produced about 34 baccalaureate degrees in 1994 for every 100 1990 high school graduates.

See Part IV, Table 10

WASHINGTON

Resident Undergraduate Tuition and Fees at Public Four-Year Institutions



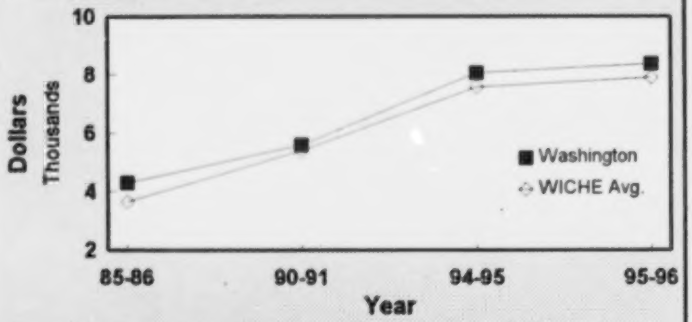
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 13

Washington's resident undergraduate tuition and fees at public four-year institutions increased less than the regional increase between 1990 and 1995 but are somewhat higher than the regional average.

See Part IV, Table 11

Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions



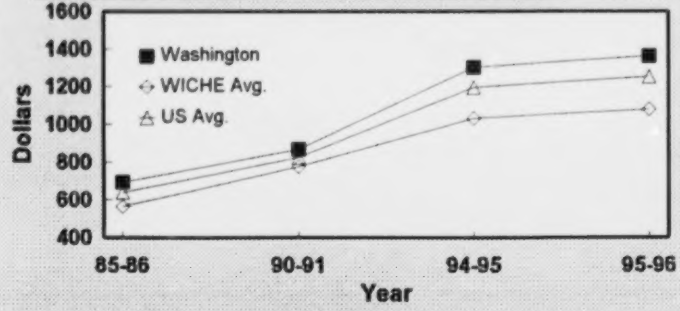
Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 14

Nonresident undergraduate tuition and fees increased by 50.1 percent between 1990 and 1995.

See Part IV, Table 11

Resident In-District Tuition and Fees at Public Two-Year Institutions



Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

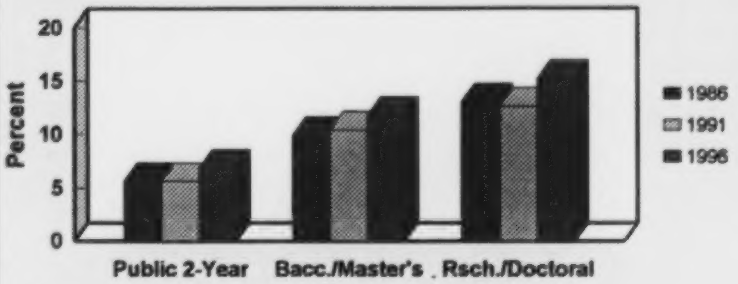
Indicator 15

Tuition and fees at Washington's two-year colleges increased 57 percent between 1990 and 1995.

See Part IV, Table 12

WASHINGTON

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

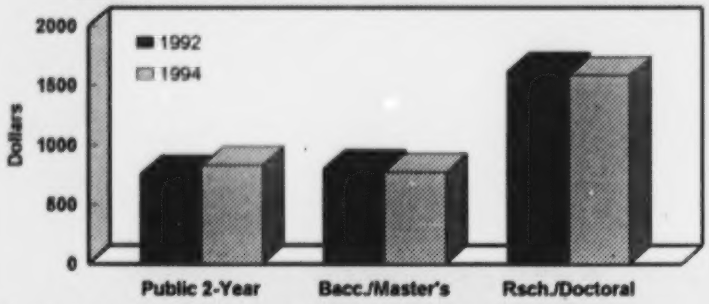
Indicator 16

Between 1986 and 1996, the portion of per capita disposable income dedicated to tuition and fees increased from 1 to 2 percent for students at public institutions.

See Part IV, Table 13

Revised 4/10/97

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



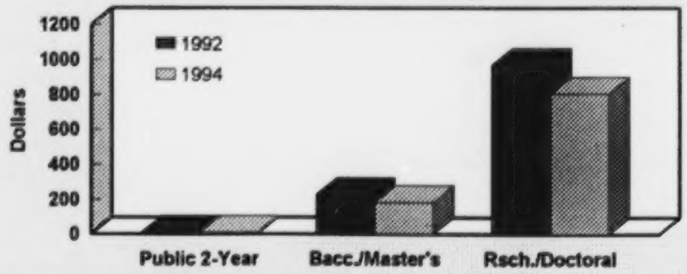
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted financial aid per FTE undergraduate student increased at two-year institutions but declined at other public institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

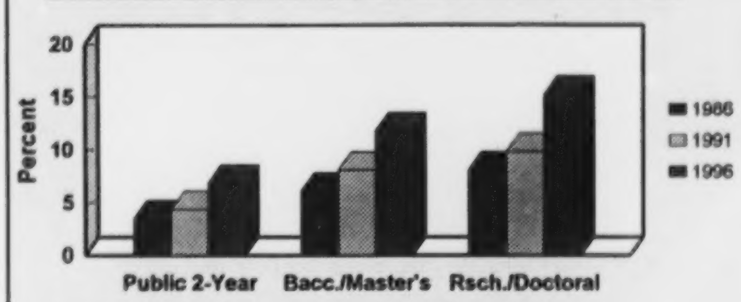
Indicator 18

Baccalaureate/master's and research/doctoral institutions allocated less unrestricted financial aid per FTE student in 1994 than in 1992.

See Part IV, Table 15

WASHINGTON

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



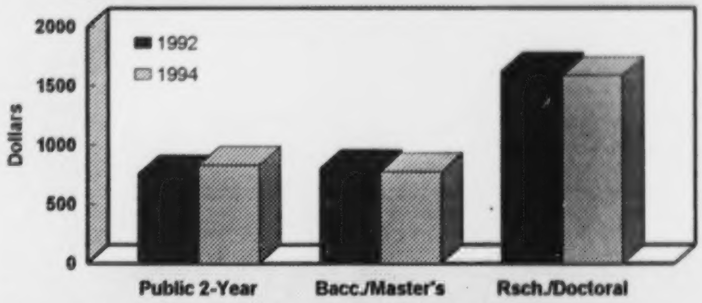
Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

Indicator 16

Between 1986 and 1996, the portion of per capita disposable income dedicated to tuition and fees almost doubled for students at public institutions.

See Part IV, Table 13

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



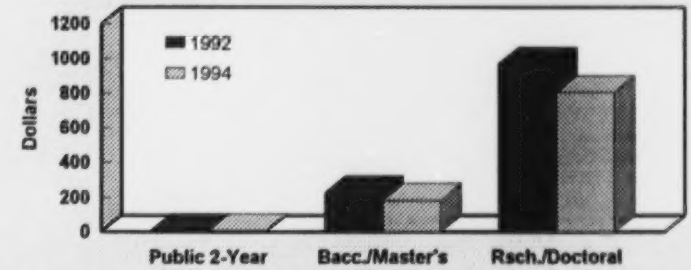
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted financial aid per FTE undergraduate student incrased at two-year institutions but declined at other public institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

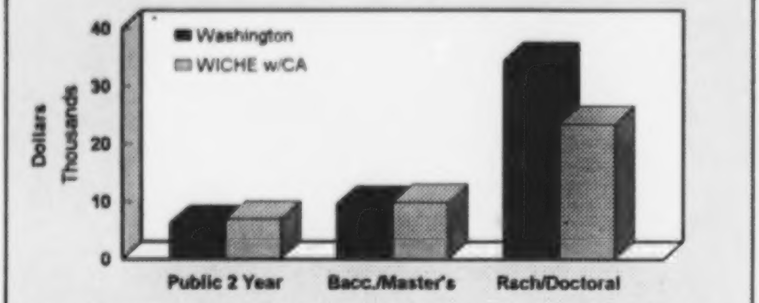
Indicator 18

Baccalaureate/master's and research/doctoral institutions allocated less unrestricted financial aid per FTE student in 1994 than in 1992.

See Part IV, Table 15

WASHINGTON

Education and General Expenditures Per FTE Student, Fiscal Year 1994



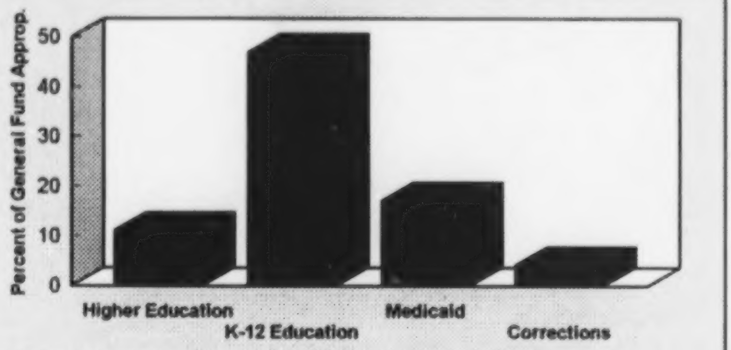
Source: National Center for Educational Statistics, IPEDS Finance Surveys, Fiscal Year 1994; and Fall Enrollment Survey, 1993-94.

Indicator 19

In FY94, Washington's public two-year colleges and baccalaureate/ master's institutions expended less on average per undergraduate FTE than the regional average while research/doctoral institutions spent mroe.

See Part IV, Table 19

State Approp. to Higher Education, K-12 Education, Medicaid, and Corrections as a Percent of Total Appropriations, FY1996



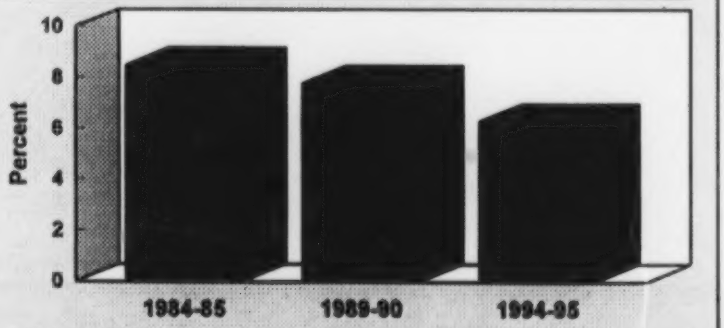
Source: National Conference of State Legislatures, State Budget Action, 1995.

Indicator 20

In FY96, higher education received about 11.1 percent of state appropriations in Washington.

See Part IV, Table 20

State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95



Source: Research Associates of Washington, State Profiles: Financing Public Higher Education, October 1994 and October 1995.

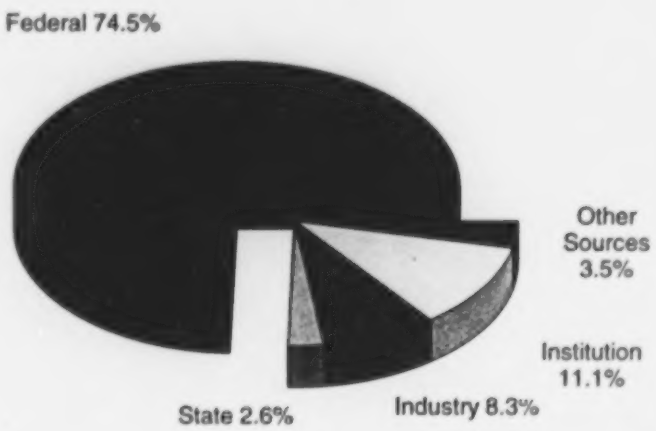
Indicator 21

In the five-year period 1989 to 1994, higher education's share of state appropriations in Washington declined from 7.8 to 6.3 percent.

See Part IV, Table 21

WASHINGTON

Research and Development Expenditures by Revenue Source, Public Institutions, 1994



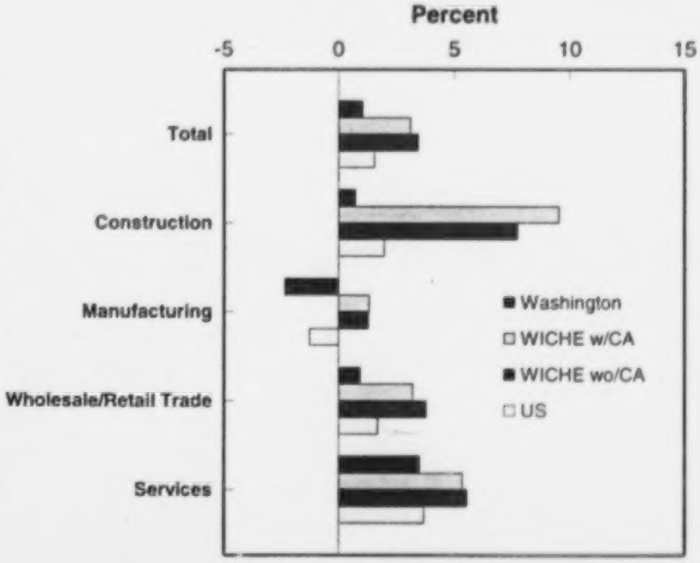
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 22

In FY94, 74.5 percent of R&D expenditures came from federal sources and another 2.6 percent came from the state.

See Part IV, Table 23

Employment Changes in Selected Industry Sectors January 1995 - January 1996



Source: US Bureau of Labor Statistics, 1996

Indicator 23

Washington had a decline in manufacturing employment in 1995 and increases in other industry sectors that were below those of the region and nation.

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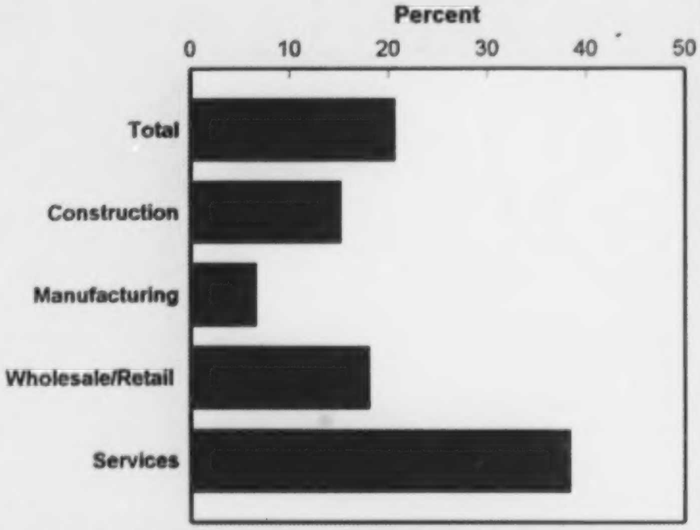
See Part IV, Table 24

WASHINGTON

Projected Change in Employment in Selected Industry Sectors, 1995 - 2005



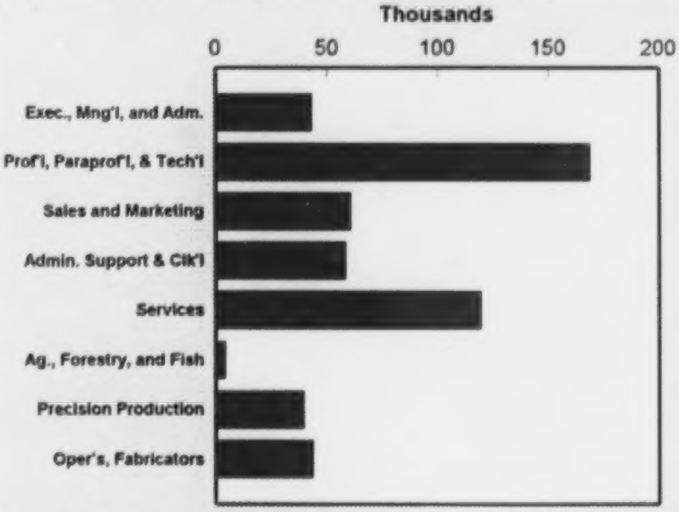
Source: State of Washington Employment Security Department (1996), 1995-2005 Washington State Occupational Projections

Indicator 24

The projected growth in employment in Washington between 1995 and 2005 will range from 6.6 percent in manufacturing to 38.4 percent in services.

See Part IV, Table 25

Projected Numerical Change in Employment in Major Occupational Categories, 1995 - 2005



*Note: See Table 26 for complete category names

Source: State of Washington Employment Security Department (1996), 1995-2005 Washington State Occupational Projections

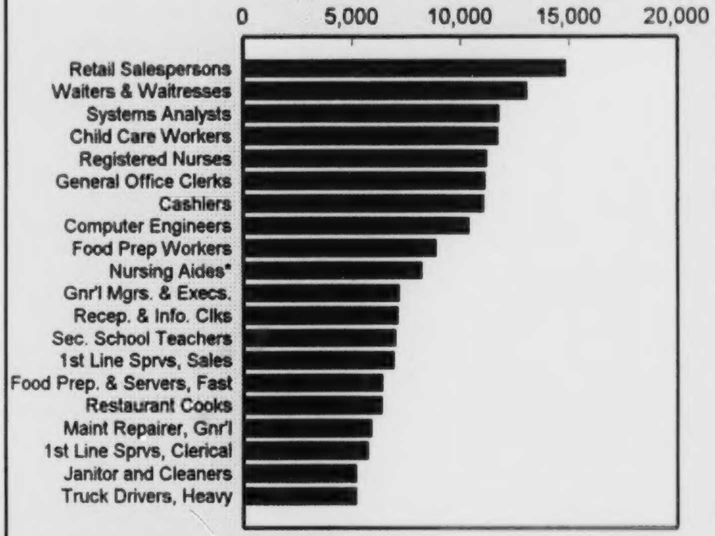
Indicator 25

Professional, Paraprofessional, and Technician occupations, which often require postsecondary education, are projected to account for about 31 percent of total employment growth in Washington between 1995 and 2005. Service occupations, which often require no more than a high school education, will account for another 22 percent.

See Part IV, Table 26

WASHINGTON

20 Occupations Projected to Have the Largest Numerical Growth, 1995 - 2005



*See Table 27 for complete occupational names.

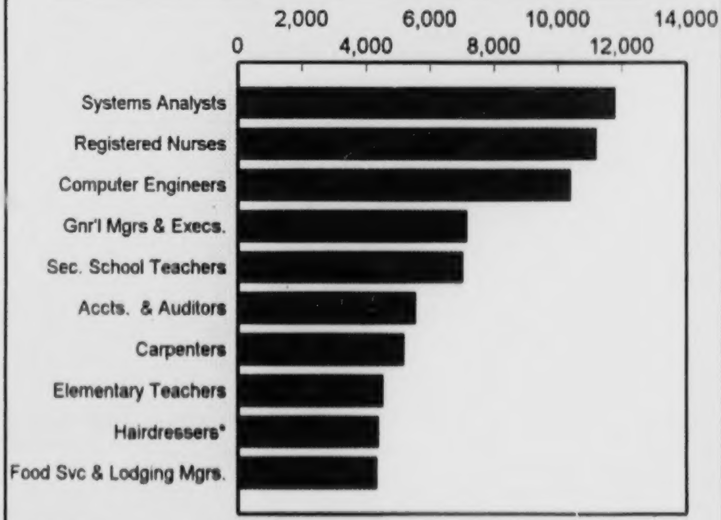
Source: State of Washington Employment Security Department (1996), 1995-2005 Washington State Occupational Projections

Indicator 26

These 20 occupations are projected to account for 33 percent of total employment growth in Washington between 1995 and 2005.

See Part IV, Table 27

10 Occupations Requiring Postsecondary Education with the Largest Numerical Growth, 1995 - 2005



*See Table 28 for complete occupational names.

Source: State of Washington Employment Security Department (1996), 1995-2005 Washington State Occupational Projections

Indicator 27

Reflecting Washington's strong computer industry, two out of the three largest growing occupations requiring postsecondary education are systems analyst and computer engineer.

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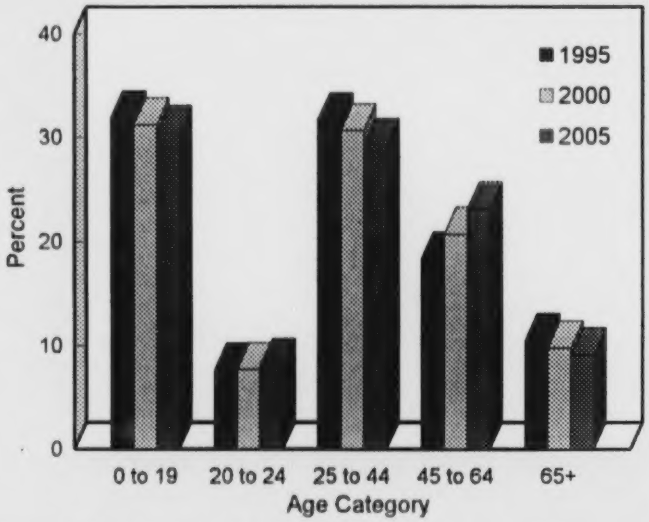
See Part IV, Table 28

WYOMING

Percent of Total Population by Age Category 1995, 2000, 2005



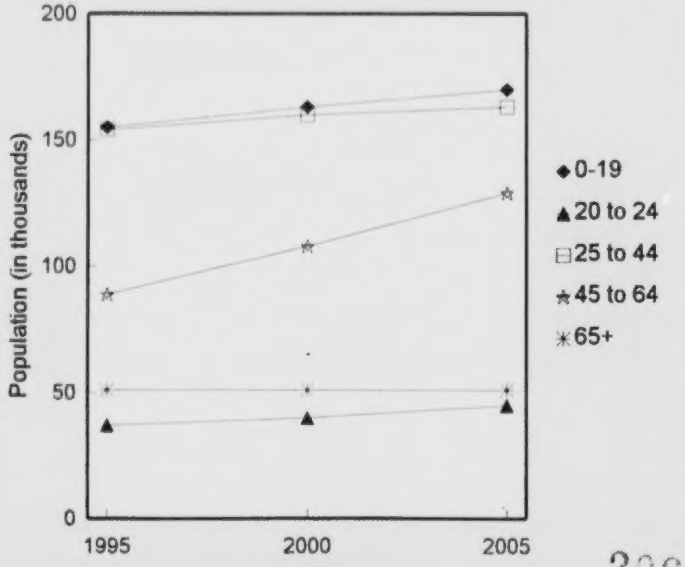
Source: US Bureau of the Census, 1994

Indicator 1

By 2005, 8.1 percent of Wyoming residents will fall in the traditional college age group (20-24 years of age) compared to 7.6 percent in 1995.

See Part IV, Table 1

Projected Change in Population by Age Category 1995, 2000, 2005



Source: US Bureau of Census, 1994

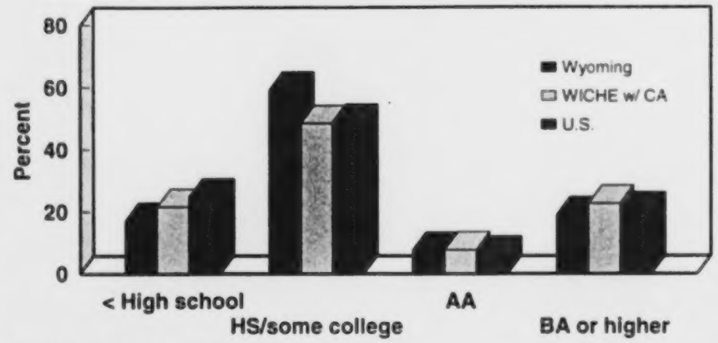
Indicator 2

The largest projected change (45 percent or 40,000 people) in Wyoming's population will occur in the 45-to-64-year-old age group.

See Part IV, Table 1

WYOMING

Educational Attainment of Population 25 Years and Older, 1990



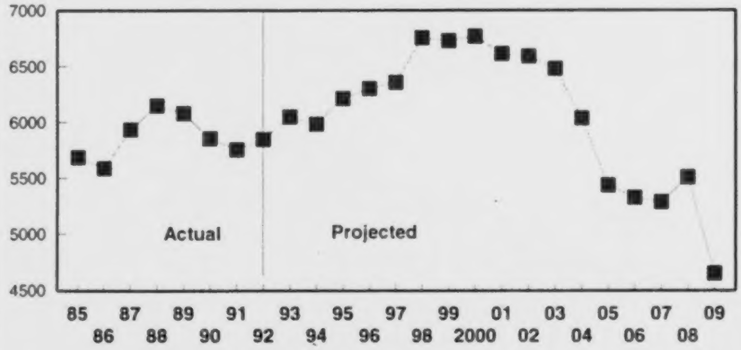
Source: Bureau of the Census, 1990.

Indicator 3

On average, Wyoming residents over age 25 tend to have less baccalaureate-level preparation than people in this age group nationally.

See Part IV, Table 2

Projected Number of High School Graduates



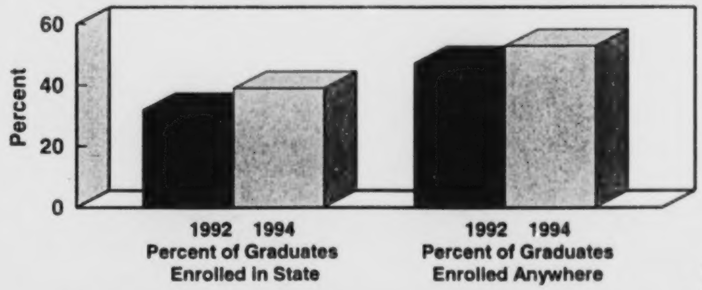
Source: WICHE, High School Graduates, 1993.

Indicator 4

Projections indicate that Wyoming will have 973 or 15 percent fewer high school graduates in 2005-06 than in 1995-96.

See Part IV, Table 3

Proportion of Recent High School Graduates Who Were First-Time Freshmen, 1992 and 1994



Sources: WICHE, High School Graduates, Projections by State, 1992 to 2009, 1993; and NCES, IPEDS Fall Enrollment Survey, 1992 and 1994.

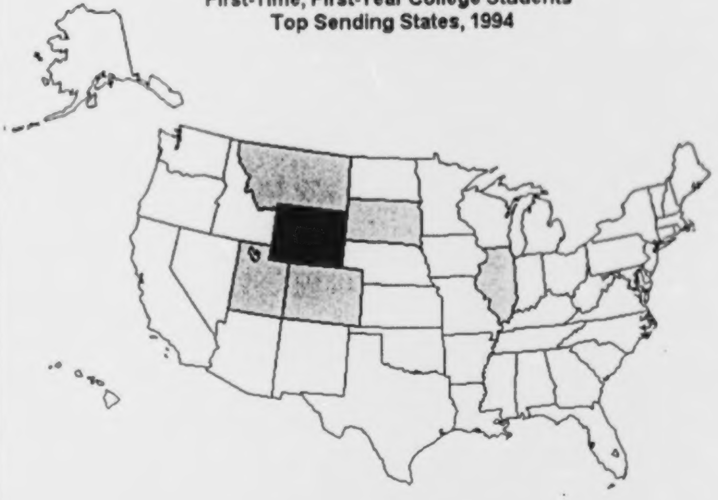
Indicator 5

The proportion of recent high school graduates that enrolled in Wyoming increased between 1992 and 1994, and the proportion that enrolled anywhere also increased.

See Part IV, Table 4

WYOMING

In-Migrants Wyoming:
First-Time, First-Year College Students*
Top Sending States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

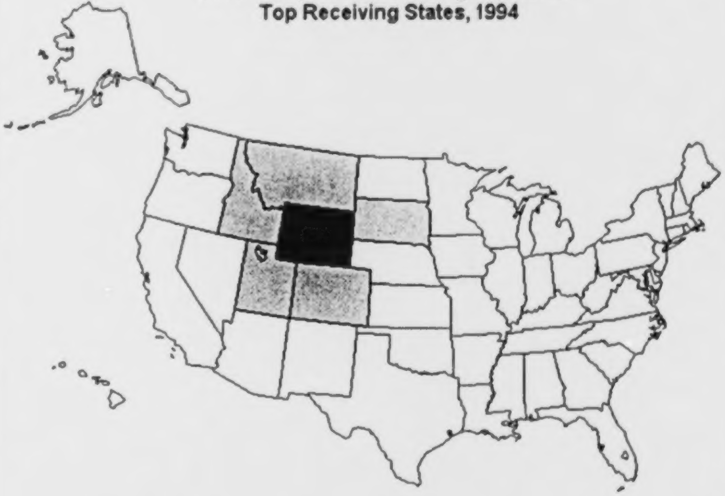
Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

Indicator 6

More than 25 percent of the first-time freshmen enrolled in Wyoming in 1994 were nonresidents. Of these, 51 percent came from five states: Colorado, Illinois, Montana, South Dakota, and Utah.

See Part IV, Table 5

Out-Migrants Wyoming:
First-Time, First-Year College Students*
Top Receiving States, 1994



*Includes public and private, two- and four-year higher education institutions. Does not include U.S. service schools.

Source: National Center for Education Statistics, *Integrated Postsecondary Data System*, 1994-95.

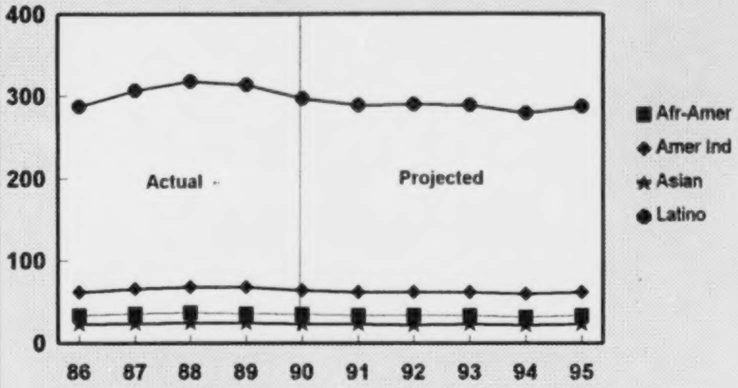
Indicator 7

Approximately 22 percent of the Wyoming residents who were enrolled as first-time freshmen in 1994 were enrolled out-of-state.

See Part IV, Table 5

WYOMING

Trends in the Number of High School Graduates by Race/Ethnicity, 1985-86 through 1994-95



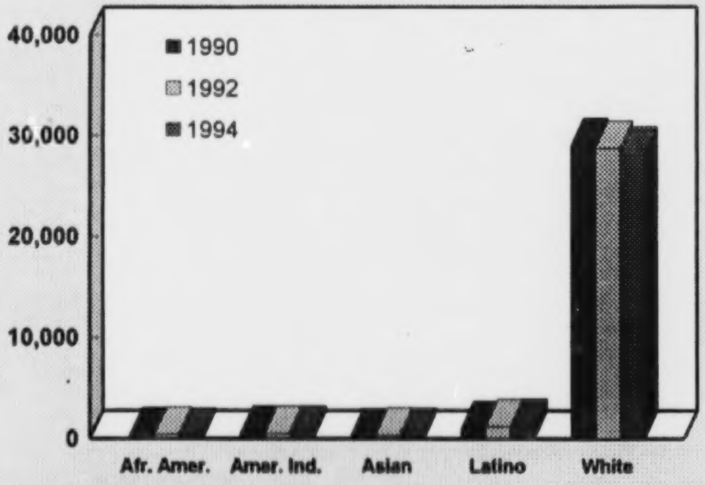
Source: WICHE, The Road to College: Educational Progress by Race and Ethnicity, 1991.

Indicator 8

Little change was projected across racial/ethnic groups in the number of high school graduates between 1985 and 1994.

See Part IV, Table 6

College Enrollments by Race and Ethnicity Fall 1990, 1992, and 1994



Source: National Center for Education Statistcs, Integrated Postsecondary Data System, Fall Enrollment survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

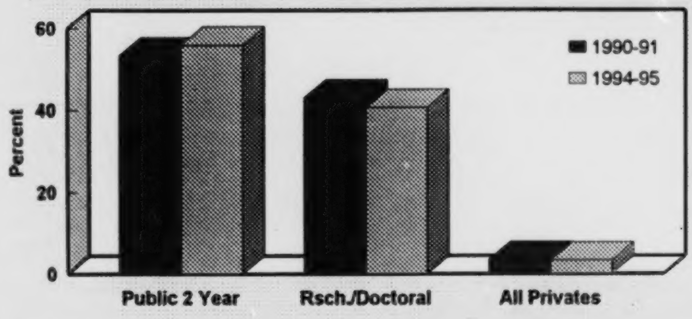
Indicator 9

Wyoming experienced declines in enrollments of all racial/ethnic groups between 1992 and 1994.

See Part IV, Table 7

WYOMING

Undergraduate FTE Enrollments in Institutions of Higher Education by Sector, 1990-91 and 1994-95



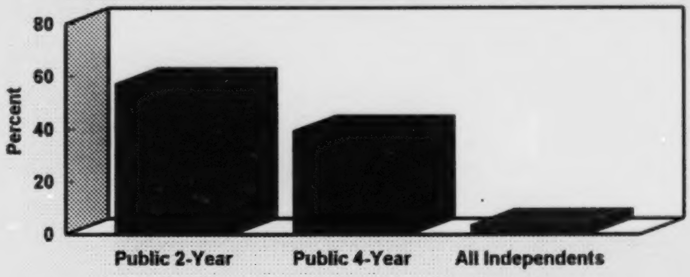
Note: Wyoming has no baccalaureate/master's institutions.
Sources: National Center for Education Statistics, IPEDS Fall Enrollment Survey, 1990 and 1994.

Indicator 10

Public two-year colleges increased enrollment shares between 1990 and 1994 while research/ doctoral institutions lost shares.

See Part IV, Table 9

Undergraduate FTE Enrollments in Institutions of Higher Education By Sector, 1995-96--Unaudited



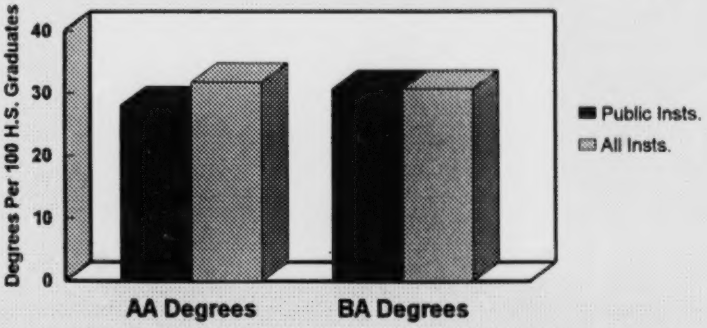
Source: WICHE, 1996.

Indicator 11

Preliminary Fall 1995 enrollment data suggest that community colleges will continue to increase their enrollment share.

See Part IV, Table 8

Degree Production Per 100 High School Graduates 1993-94



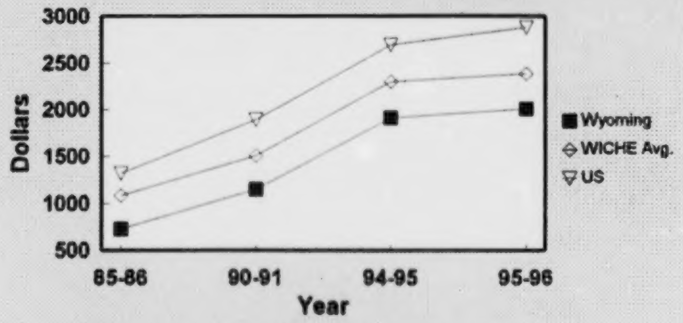
Sources: WICHE, High School Graduates, Projections by State 1992-2009; National Center for Education Statistics, IPEDS Completions Survey, 1993.

Indicator 12

The state's public institutions produced about 31 baccalaureate degrees in 1994 for every 100 1990 high school graduates.

See Part IV, Table 10

WYOMING



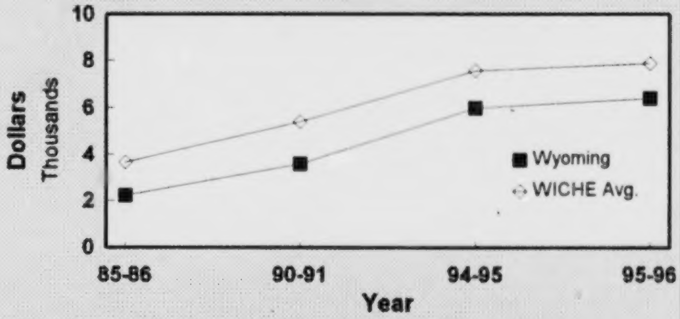
Resident Undergraduate Tuition and Fees at Public Four-Year Institutions

Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 13

Wyoming's resident undergraduate tuition and fees at public four-year institutions increased more than the regional increase between 1990 and 1995 but are still below the regional average.

See Part IV, Table 11



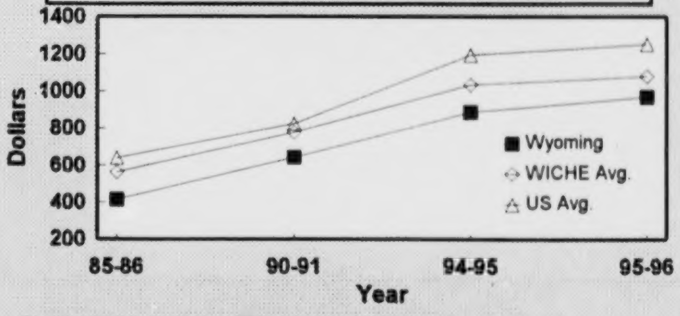
Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions

Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

Indicator 14

Nonresident undergraduate tuition and fees increased by 79.5 percent between 1990 and 1995.

See Part IV, Table 11



Resident In-District Tuition and Fees at Public Two-Year Institutions

Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96

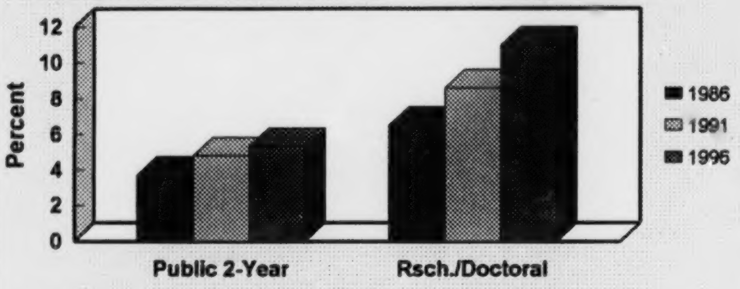
Indicator 15

Tuition and fees at Wyoming's two-year colleges increased almost 51 percent between 1990 and 1995.

See Part IV, Table 12

WYOMING

Ratio of Tuition and Fees to Per Capita Disposable Income, Public Institutions, 1986, 1991, 1996



Note: Wyoming has no public Baccalaureate/Master's institutions. Sources: WICHE, Tuition and Fees in Public Higher Education in the West: 1995-96; Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, October 1994.

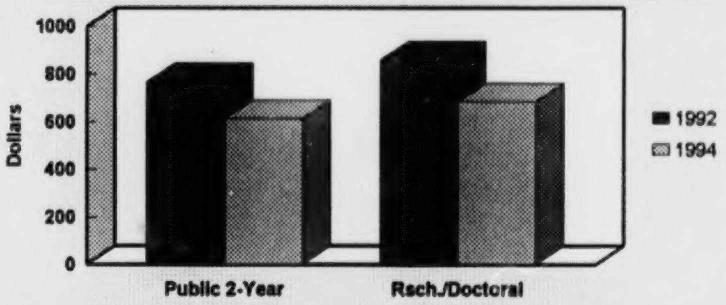
Indicator 16

Between 1986 and 1996, the portion of per capita disposable income dedicated to tuition and fees increased significantly for students at public institutions.

See Part IV, Table 13

Revised 4/10/97

Restricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



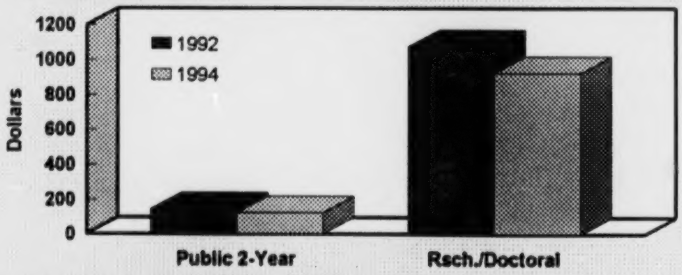
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Indicator 17

The amount of restricted financial aid per FTE undergraduate student declined at public institutions between 1992 and 1994.

See Part IV, Table 14

Unrestricted Student Financial Aid Per FTE Student, Public Institutions, Fiscal Years 1992 and 1994



Note: Wyoming has no public Baccalaureate/Master's institutions.
Sources: National Center for Education Statistics, IPEDS Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1991-92 and 1993-94.

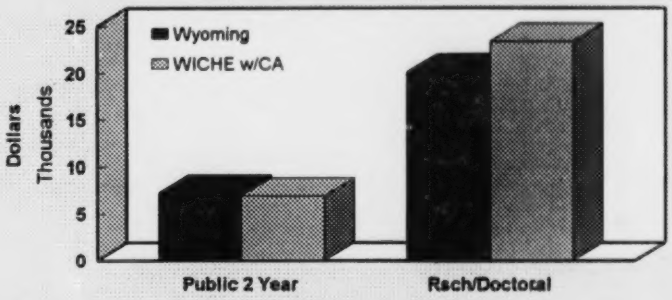
Indicator 18

Public institutions allocated less unrestricted financial aid per FTE student in 1994 than in 1992.

See Part IV, Table 15

WYOMING

Education and General Expenditures Per FTE Student, Fiscal Year 1994



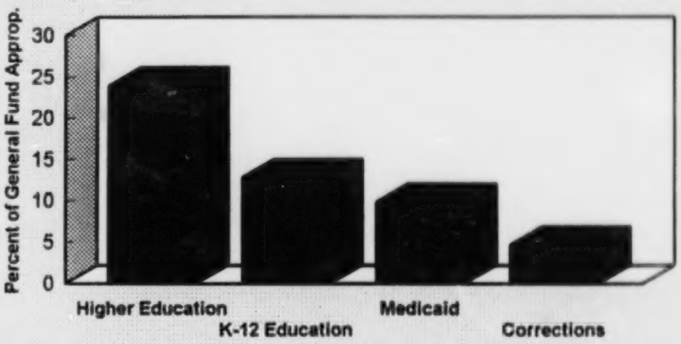
Note: Wyoming has no public Baccalaureate/Master's institutions.
Source: National Center for Educational Statistics, IPEDS Finance Surveys, Fiscal Year 1994; and Fall Enrollment Survey, 1993-94.

Indicator 19

In FY94, Wyoming's public two-year colleges expended more on average per undergraduate FTE than the regional average while research/doctoral institutions spent less.

See Part IV, Table 19

State Approp. to Higher Education, K-12 Education, Medicaid, and Corrections as a Percent of Total Appropriations, FY1996



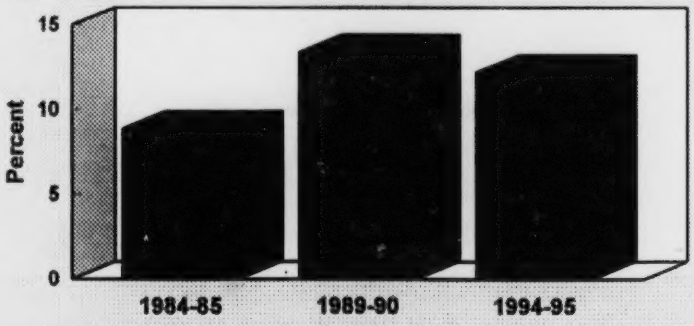
Source: National Conference of State Legislatures, State Budget Action, 1995.

Indicator 20

In FY96, higher education received about 24 percent of state appropriations in Wyoming.

See Part IV, Table 20

State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95



Source: Research Associates of Washington, State Profiles: Financing Public Higher Education, October 1994 and October 1995.

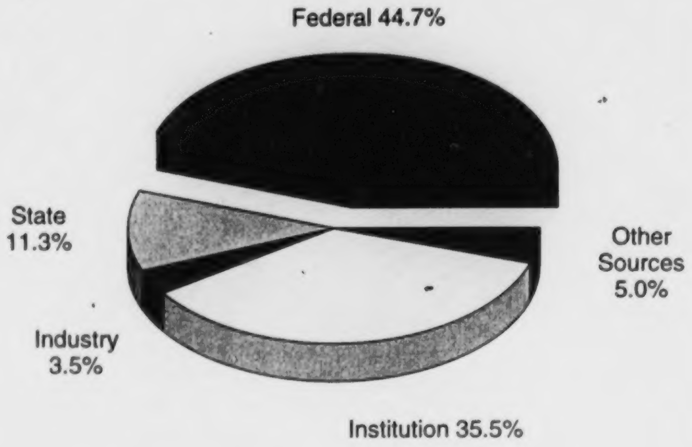
Indicator 21

In the five-year period 1989 to 1994, higher education's share of state appropriations in Wyoming declined from 13.4 to 12.2 percent.

See Part IV, Table 21

WYOMING

Research and Development Expenditures by Revenue Source, Public Institutions, 1994



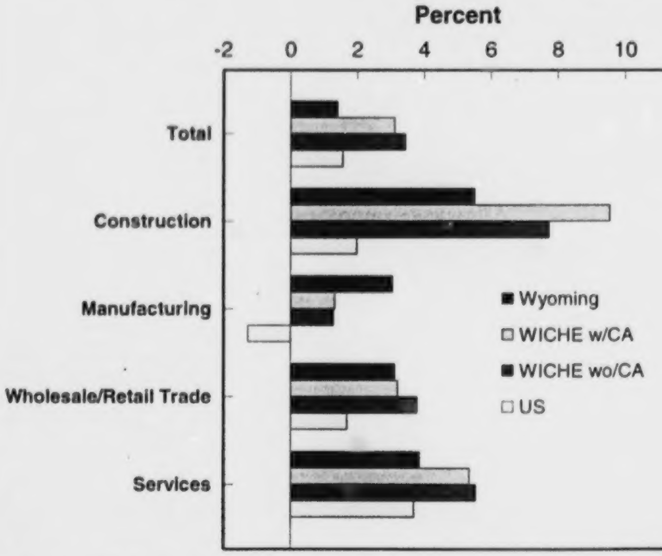
Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Indicator 22

In FY94, 44.7 percent of R&D expenditures came from federal sources and another 11.3 percent came from the state.

See Part IV, Table 23

Employment Changes in Selected Industry Sectors January 1995 - January 1996



Source: US Bureau of Labor Statistics, 1996

Indicator 23

Wyoming employment increases in manufacturing in 1995 were better than those of the region and nation, but increases in other industry sectors were generally below those of the region.

See Part IV, Table 24

WYOMING

Indicator 24

Projected Change in Employment in Selected Industry Sectors

No current data on Wyoming were available at the time of publication.

See Part IV, Table 25

Indicator 25

Projected Numerical Change in Employment in Major Occupational Categories

No current data on Wyoming were available at the time of publication.

See Part IV, Table 26

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20 Occupations Projected to Have the Largest Numerical Growth, 1994 - 1999

Indicator 26

No current data on Wyoming were available at the time of publication.

See Part IV, Table 27

10 Occupations Requiring Postsecondary Education with the Largest Numerical Growth, 1994 - 1999

Indicator 27

No current data on Wyoming were available at the time of publication.

See Part IV, Table 28

Part III:
Policy Insights

WICHE **Policy Insights**

December 1995

College Student Migration

Over one-half of the students who migrated from a WICHE state in 1992-93 remained within the region and tended to enroll in public institutions. Regionally, North Dakota enrolled the largest percentage of non-residents while Alaska sent the largest proportion of its residents to other states. Policy areas that influence migration include: tuition • financial aid packaging • enrollment caps • recruitment practices • residency requirements • specialized academic programs • limited institutional capacity • interstate agreements.

Background

Publicly supported institutions of higher education exist primarily to provide geographic and affordable access to postsecondary education and training for residents of the state or local funding district. In most cases, nonresidents are enrolled at substantially higher tuition rates and in significantly smaller numbers than residents.

Nevertheless, nonresidents play an important role on campus. Their presence introduces resident students to peers from diverse cultural and socioeconomic backgrounds, promotes a national culture, and generates additional revenue for institutions.

State policies can encourage or discourage interstate student migration. Policymakers discourage nonresident enrollments by establishing higher nonresident tuition rates, setting stricter admission standards for nonresidents, or imposing numerical limits on nonresident enrollments. Likewise, they encourage residents to attend in-state institutions through preferential tuition rates and less stringent admissions standards.

In order to develop appropriate policies for their states, policymakers need information about trends in college student migration and how these trends are likely to affect their enrollments. While institutions and states can develop profiles of students migrating into their higher education systems from their own student enrollment records, determining where their residents migrate is not possible without analyses of national data.

Status of the States

The vast majority of first-time freshmen have always enrolled in their home state:

- 94 percent of first-time freshmen from the WICHE states were enrolled in their home state in 1992-93, comparable to figures from 1979-80.
- First-time freshmen in the West are more likely to stay at home to complete their education than first-time freshmen in the U.S. as a whole.
- Of those who migrated from a WICHE state in 1992-93, 54 percent remained in the region[1].
- Students who migrate within the region tend to enroll in *public* institutions of higher education, particularly research and doctoral institutions. One-third of all interstate migrants attending public institutions nationally were enrolled in research and doctoral institutions in 1992-93.
- Only 2 percent of interstate migrants attending public institutions enrolled in baccalaureate/liberal arts institutions.

Migration patterns vary significantly among the western states:

- In 1992-93 North Dakota enrolled the largest percentage of nonresidents in the region (43.9 percent of first-time freshmen), followed by Idaho. In comparison, only 9 percent of students

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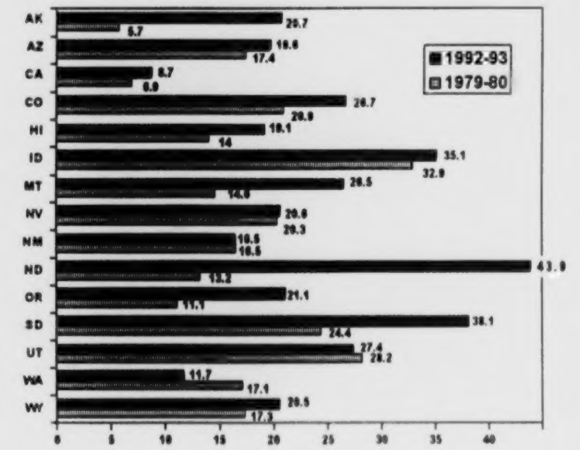
Policy Insights is a new series designed as a companion publication for WICHE's recently published fact book, ***Policy Indicators for Higher Education: WICHE States.*** Drawing on the indicators contained in the fact book, ***Policy Insights*** examines current issues in higher education from the perspective of policymakers at the state level and on the campus. WICHE anticipates producing four issues of ***Policy Insights*** annually.

enrolled in California in 1992-93 were nonresidents (Figure 1).

Figure 1

Percent of First-Time Freshmen Enrolled in the State Who Were Nonresidents

WICHE Region 1979-80 to 1992-93



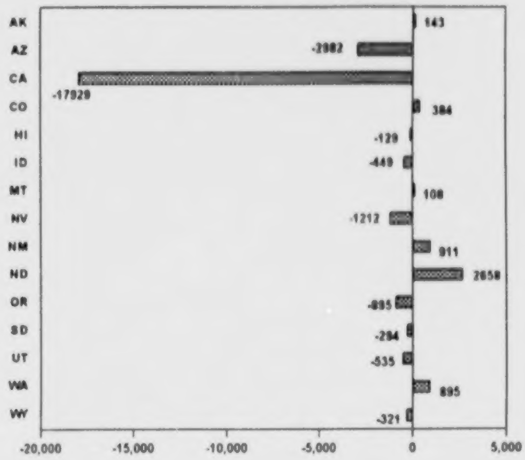
Source: NCES, Fall Enrollment Survey 1979 &1992

- Among WICHE states, Alaska sends the largest proportion of its residents outside the state for postsecondary education. More than one-half of first-time freshmen who list their residence as Alaska were enrolled in other states in 1992-93.
- At the other end of the spectrum, fewer than 10 percent of first-time freshmen from Arizona, California, Utah, and Washington enrolled out-of-state.
- Data on net migration indicate that most WICHE states either exported more students or imported fewer students in 1992 than they did in 1979 (Figure 2).
- California and Nevada shifted from net importers to net exporters of college students between 1979 and 1992. In 1979, California imported 14,692 more students than it exported; in 1992, it exported 3,237 more students than it imported. In contrast, North Dakota had a net export of 1,340 students in 1979 and a net import of 1,318 in 1992 (Figure 2).
- Seven states (AZ, CO, ID, OR, SD, UT, WA) remained net importers, but six of them (all but Colorado) had a lower net in-migration rate in 1992 than in 1979. For example, Arizona imported 5,561 more students than it exported in 1979; in 1992, it imported only 2,579 more students than it exported. Five states (AK, HI, MT, NM, WY) consistently have been net exporters of college students, but the pace of out-migration diminished in Alaska, Montana, and New Mexico (Figure 2).

Figure 2

Change in Net Migration By State

WICHE Region 1979-80 to 1992-93



Source: NCES, Fall Enrollment Survey 1979 &1992

Policies Influencing Migration

Policy areas used to encourage or discourage student migration include:

Tuition The majority of states in the region now set nonresident tuition and fee rates at 100 percent or more of instructional costs. In Oregon, nonresident tuition increased over the last few years both to raise revenues and control nonresident enrollment. Average nonresident undergraduate tuition in Oregon approximated 137 percent of the cost of instruction in 1994-95.

Several states set nonresident undergraduate tuition at a level at least double resident undergraduate tuition. Colorado requires that tuition increases for nonresidents paying less than 100 percent of cost be at least equal to increases for residents. Idaho's institutions were required to raise their nonresident tuition rates to the WICHE regional average by 1995-96. Two western states - New Mexico and Wyoming - have no uniform policies or practices concerning nonresident undergraduate tuition (Figure 3).

Figure 3

WICHE states in which nonresident undergraduate tuition for public four-year institutions is set at:

- ***100 percent or more of the cost of instruction***

  Arizona, California, Montana, Oregon, South Dakota, and Washington

- ***A multiple of resident undergraduate tuition***

  Alaska (3 times), Hawaii (2 times), Nevada (1.5 times), North Dakota (2.67 times), Utah (3.5 times)

- ***Other policy or no uniform state policy***

  Colorado, Idaho, New Mexico and Wyoming

Overall, however, nonresident undergraduate tuition in the WICHE region has not increased as rapidly as resident undergraduate tuition in the West. Resident undergraduate tuition increased more than 126 percent on average between 1985-86 and 1995-96 in the region, while nonresident undergraduate tuition increased only 117 percent.

Financial aid packaging Nationally, the use of scholarships, grants, waivers and other financial incentives to attract nonresidents to the state are common. Talented nonresident students such as musicians and athletes as well as academically exceptional students are routinely recruited.

Enrollment caps Colorado has a strict nonresident enrollment cap. The 1994 state legislature capped nonresident enrollment by requiring that at least two-thirds of the total student enrollment at each campus (except the Colorado School of Mines) be resident students. Arizona, Hawaii, Washington and other states nationally also have system policies or state laws limiting nonresident enrollment.

Recruitment practices States and institutions often establish policies or engage in practices that give preference to the best and brightest out-of-state students. South Dakota, for example, is currently considering active recruitment of nonresident undergraduates with exceptional academic records. Moreover, undergraduates hoping to attend a public institution in another state often find they must meet academic standards that are much higher than those required of residents.

Residency requirements Several states have changed their residency requirements to make it more difficult for nonresidents to establish state residency. The majority of states in the region grant resident status only after 12 months non-student residency with proof of financial independence and intent to make the state the student's legal domicile. Alaska, Montana, and Wyoming, however, grant residency status after 12 months' residency as a non-student or part-time student.

Specialized academic programs or limited institutional capacity Students who leave their home state for education frequently do so (1) to gain access to specialized academic programs that are not available in their home state; or (2) as an alternative when they are unable to gain admission to their first-choice in-state institution. Through planned migration, in the form of interstate reciprocity agreements, states can provide their residents affordable access to a wide variety of programs and institutional types.

Interstate agreements Every western state participates in one or more of the WICHE regional student exchange programs: Professional Student Exchange, Western Regional Graduate Program, and the Western Undergraduate Exchange. In addition, nearly all western states (14 out of 15) authorize or participate in reciprocity agreements independent of the regional arrangements provided through WICHE. These agreements usually involve adjacent states or localities along state boundaries. Several states (Arizona, Nevada, New Mexico) authorize resident tuition for members of specific tribal groups from reservations that overlap state boundaries. Exchanges of this sort provide affordable access to students while avoiding the unnecessary duplication of existing quality programs.

The Western Interstate Commission for Higher Education — WICHE — promotes and facilitates resource sharing, collaboration, and cooperative planning among western states and their colleges and universities. This includes communicating research information and policy analysis on vital issues in higher education to education and government policymakers. Member and affiliated states are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, North Dakota, New Mexico, Oregon, South Dakota, Utah, Washington and Wyoming.

Options for Policymakers

Two factors are behind recent state policy changes directed at controlling the effects of interstate student migration:

Revenues In tight fiscal times states are less willing to provide any state subsidies for nonresidents. Some states now view nonresidents as a potential revenue source[2]. States expecting significant increases in enrollment demand, however, are increasingly concerned about controlling nonresident enrollments.

State Policies States that recruit significant numbers of nonresidents, or who hope to recruit nonresidents, are sensitive to the effects of changing demographics and higher education policy changes in other states. California's recent fiscal crisis led to reduced course offerings at many institutions and higher resident tuition rates. Between 1988-89 and 1992-93 out-migration from California for higher education increased from 4.6 percent to 7 percent of the state's first-time freshmen. The increase in out-migration in California between 1988-89 and 1992-93 resulted in an additional 2,300 students leaving the state in 1992-93. This has had a significant effect on demand in neighboring states. Nearly one-half of the 1993-94 entering classes at the University of Oregon and Oregon State University were from out-of-state and nearly one-quarter of these were from California.

Figure 4

Key policy questions

- ***What is the proper balance between resident and nonresident enrollment, and how can this balance be achieved?***
- ***During tight fiscal times, should institutions actively recruit nonresidents in order to generate additional revenues?***
- ***Should institutional and/or state-funded financial aid be used to recruit nonresidents?***
- ***Should states with limited capacity encourage residents to enroll in other states that have available capacity?***
- ***How far can tuition rise before nonresidents are discouraged from attending an institution or residents are encouraged to migrate to another state?***
- ***Should states maintain special admissions and tuition policies for neighboring states?***

Conclusion

Interstate student migration is inseparably connected to issues of student access. States and institutions try to attract nonresidents to both encourage social and cultural diversity and generate revenues, while at the same time ensuring access to quality postsecondary education for their residents. Conflicting policy goals often result: institutions view nonresidents as a way to increase shrinking revenues and foster student body diversity, while the state sees them as a barrier to access for resident students.

A student's decision to attend an out-of-state institution is complex and often personal. It is not clear how much state policy changes actually affect student migration patterns. Nevertheless, states cannot afford to ignore potential impacts of enrollment management and tuition policies on their ability to retain their own residents and attract students from other states.

Endnotes

[1] *State-by-state out-migration patterns showing the top sending and receiving states for each of the WICHE states are contained in the State Indicators section of* ***Policy Indicators for Higher Education: Regional Factbook for Higher Education in the West***

[2] *According to a study conducted in 1989, nonresident students attending research and comprehensive institutions are only moderately price sensitive. Therefore, nonresident demand does not decline proportionately to rate increases, thus enabling states to generate net revenue increases by raising nonresident tuition. Viehland, Dennis.* ***Nonresident Enrollment Demand in Public Higher Education*** *(University of Arizona, unpublished Ph.D. dissertation, 1989).*

WICHE gratefully acknowledges support from the Teachers' Insurance and Annunity Association (TIAA) for this student migration research.

This issue of **Policy Insights** was prepared by Robin Etter Zuñiga, Research Associate, WICHE. She can be contacted at 303/541-0223 or by e-mail at RobinZuniga@wiche.edu

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WICHE Policy Insights

April
1996

Quality Assurance in Distance Education

The growth of distance learning programs has heightened existing concerns about their quality. Institutions can ensure that the programs they deliver at a distance meet high academic standards. States can empower the education consumer by providing information on how to identify quality programming. Higher education governing boards can enforce quality standards in program review and provide institutions with financial incentives for developing quality programming. Accrediting bodies can establish assessment and evaluation standards directed at ensuring quality distance education programming. Finally, regional organizations can facilitate the sharing of quality instructional programming.

Background

Diverse forces have combined to drive the growth of technology-based approaches to delivering higher education programs since the mid-1980s. Factors leading to the explosive growth of technology use in higher education have been:

- the need to reach an increasingly diverse student population, including workers, rural residents, and place-bound adults;
- the demands of an increasingly technologically sophisticated society; and
- the financial pressures driving state governments to seek more convenient, cost-effective, and efficient ways to provide postsecondary education access to their citizens.

For years, postsecondary institutions in the West have been national leaders in providing distance learning programs. Because of the western region's geography and demography–large stretches of land with dispersed populations–many WICHE states have developed extensive telecommunications networks. Moreover, at a meeting in December 1995, members of the Western Governors' Association unanimously endorsed the notion of a regional virtual university that would offer courses through technology and award its own credentials.

Until now, however, there has been little to guide the review and quality control of electronically offered programs. Planning and policy development have tended to focus on technology itself or on governance and coordination issues, rather than on crucial questions related to how an institution meets the needs of students in technology-based programs or how institutions ensure an ongoing commitment to excellence for students.

A few groups are leading regional and national efforts to reach a consensus on the elements of quality. Following extensive consultation with university faculties and administrators, the Western Cooperative for Educational Telecommunications prepared the *Principles of Good Practice for Electronically Offered Degree and Certificate Programs* (1995) (see Table 1). This statement is now part of the policy discussion in several states and within regional and professional accrediting agencies. A comparable document, the American Council on Education's (ACE) *Guiding Principles for Distance Learning in a Learning Society* is forthcoming.

Policy Options and Status of the States

Although courses and programs have been offered through distance learning technologies for some time, institutions/systems of higher education, state governments, higher education coordinating and governing boards, regional and professional/ specialized accrediting agencies, and regional higher education organizations are just beginning to address the issue of quality assurance. Established policies and practices provide helpful lessons to others who are developing appropriate policies.

***Policy Insights** is a new series designed as a companion publication for WICHE's recently published fact book, **Policy Indicators for Higher Education: WICHE States.** Drawing on the indicators contained in the fact book, **Policy Insights** examines current issues in higher education from the perspective of policymakers at the state level and on the campus. WICHE anticipates producing four issues of **Policy Insights** annually.*

Higher education institutions and systems can ensure that their courses and programs offer quality learning experiences. As colleges and universities move to make programs available beyond their campuses, they are being influenced both by external and internal forces to rethink the role of technology and to develop policies that address issues such as instructional design, faculty-student interaction, and student support services. A common set of standards, such as those put forward by the Western Cooperative or ACE, will help institutions identify areas that are crucial to policy development and offer basic guidelines for developing quality distance education programming.

State governments can empower the education consumer by providing information on how to identify quality programming. The primary state interest is protecting the education consumer. State governments can do this by requiring educational providers to publicly disclose their accreditation status, providing consumers with criteria for evaluating the quality of a program, and, where possible, acting as an ombudsman when the consumer's trust has been violated.

Traditionally, however, the state role in quality assurance in higher education has been one of regulation and licensing. Almost every state has some type of procedure for review and licensure of out-of-state institutions that seek to offer courses in their state:

- Fourteen of the 15 WICHE states require either registration or licensure of all or most out-of-state programs. In seven of these states (Alaska, Colorado, Nevada, New Mexico, North Dakota, Utah, and Wyoming) accredited institutions from out-of-state are exempt from licensure.
- Hawaii is the only state without a registration or licensure requirement for out-of-state postsecondary institutions. Hawaii requires only that non-accredited institutions disclose their accreditation status in all catalogs and promotional materials.
- Reference to electronically delivered programs is included in registration/ licensure policies in six states (California, Colorado, Idaho, Oregon, South Dakota, and Washington).

Stricter licensing requirements usually are among the first options states consider when looking for ways to protect the education consumer. There are several reasons, however, why this may not be the best policy option. First, in the era of global electronic communication, enforcement of licensure requirements is difficult, if not impossible. Since there is no way to predict the location of a student studying over the Internet, it is nearly impossible to stop unscrupulous providers or those with poor quality programs from offering programs. Second, strict state licensing/ registration requirements may dissuade quality institutions from delivering programs through distance technologies. The University of North Dakota, for example, was discouraged by strict state regulations from offering its unique, multi-disciplinary space studies program in Washington. Other reputable, public institutions decided not to offer academic programs through distance technologies in Idaho and California because of strict regulations in those states. Finally, it is unclear whether applying state licensing requirements to programs from providers that do not have a physical presence in the state can be considered a "restraint of trade" under the Commerce Clause of the U.S. Constitution.

State higher education coordinating and governing boards can incorporate quality standards for distance learning into their program review and funding processes. Reciprocal agreements among states, whereby a receiving state can rely on a home state's review to ensure quality, will become more feasible as more states adopt quality standards. Such agreements would, in turn, benefit program providers by ensuring that they would no longer have to meet the disparate requirements of 50 states' regulations.

- The Oregon State System for Higher Education (OSSHE) includes criteria for evaluating distance learning programs in its current program review process. The OSSHE *Distance Education Policy Framework*, published in 1995, sets out specific criteria for maintaining the "integrity" of programs offered to distant sites.
- The New Mexico Commission on Higher Education is considering tying quality expectations for distance learning to formula funding. The commission has a policy under review that would require institutions receiving

formula funds for extended learning programs to meet the criteria for quality laid out in the Western Cooperative's *Principles of Good Practice*.

- Washington is incorporating the *Principles of Good Practice* into its *Guidelines for Program Planning, Approval, and Review for Four-Year Public Institutions*. Several other states in the WICHE region have endorsed or are considering endorsing the Western Cooperative's *Principles of Good Practice*: Arizona, Colorado, Montana, South Dakota, and Utah.

Accrediting agencies can build strong quality review policies into their guidelines and evaluation criteria. Accreditation is an important benchmark for educational quality. In 12 of the 15 WICHE states accreditation is the principal criterion for granting approval to an out-of-state institution interested in offering an education program within the state. Accreditation also is the standard most frequently used by students and businesses to evaluate the quality of a program of study.

As of March 1995, the boards of three regional accrediting bodies–the North Central Association of Colleges and Schools Commission on Institutions, the junior college division of the Western Association of Schools and Colleges, and the Southern Association of Schools and Colleges–had endorsed the Western Cooperative's *Principles*. All of the regional accrediting agencies are expected to incorporate the *Principles* into their reviews of distance education programs by the end of the year. Moreover, the American Assembly of Collegiate Schools of Business and the National Council for Accreditation of Teacher Education are formulating guidelines to help their evaluation teams review distance learning programs and student support services.

Regional organizations can facilitate the sharing of quality instructional programming. Through research and information sharing, regional organizations can identify and promote quality education programs; assist states in identifying and eliminating barriers to the sharing of quality education programs; provide consumer information on how to identify quality programs; and help states avoid costly program duplication.

Table 1

Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs

Curriculum and Instruction

- each program of study results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
- an electronically offered degree or certificate program is coherent and complete.
- the program provides for either real-time or delayed interaction between faculty and students and among students.
- qualified faculty provide appropriate oversight of the program electronically offered.

Institutional Context and Commitment

- the program is consistent with the institution's role and mission.
- review and approval processes ensure the appropriateness of the technology being used to meet the program's objectives.
- the program provides faculty support services specifically related to teaching via an electronic system.
- the program provides training for faculty who teach via the use of technology.
- the program ensures that appropriate learning resources are available to students.
- the program provides students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.
- enrolled students have reasonable and adequate access to the range of student services appropriate to support their learning.
- accepted students have the background, knowledge, and technical skills needed to undertake the program.
- advertising, recruiting, and admissions materials clearly and accurately represent the program and the services available.
- policies for faculty evaluation include appropriate consideration of teaching and scholarly activities related to electronically offered programs.
- the institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program for a period sufficient to enable students to complete a degree/certificate.

Evaluation and Assessment

- the institution evaluates the program's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction. students have access to such program evaluation data.
- the institution provides for assessment and documentation of student achievement in each course and at completion of the program.

Assumptions

- The electronically offered program is provided by or through an institution that is accredited by a nationally recognized accrediting body.
- The institution's programs holding specialized accreditation meet the same requirements when offered electronically.
- The "institution" may be a traditional higher education institution, a consortium of such institutions, or another type of organization or entity.
- These Principles address programs rather than individual courses.
- It is the institution's responsibility to review educational programs it provides via technology in terms of its own internally applied definitions of these Principles.

Western Cooperative for Educational Telecommunications, 1995
http:\\www.wiche.edu/telecom/principles.htm

- One of the initiatives being pursued by the Southern Regional Education Board's newly formed Educational Technology Cooperative is development of an inventory of existing distance learning programs.
- WICHE's Western Cooperative for Educational Telecommunications is developing a consumer information brochure for electronic learning. The brochure, which will be distributed through state higher education governing and coordinating boards, will empower students by helping them to ask the right questions of a potential institution.
- The Western Cooperative is working with the Western Governors' Association on its virtual university initiative. One goal of this initiative is to enhance the marketplace for instructional materials. This includes: (1) collecting examples of "best practices" in distance learning and developing prototype technology standards to be used in soliciting instructional materials; (2) developing specifications for providing support services to students studying at a distance; and (3) constructing a virtual catalogue that includes electronically delivered courses and programs which meet standards of good practice in technology-based education.

  A second goal of the virtual university initiative is to shift the focus of quality assessment away from the academic program and toward assessment of the learner. The quality of an academic program will be judged by outcomes (the demonstrated competency of its graduates) rather than resources (faculty credentials, library facilities, etc.). Public disclosure of a program's success at producing competent graduates will help students identify quality programs.

Summary and Conclusion

The growth of distance learning programs over the past decade has heightened existing concerns about how to ensure that higher education programs delivered via telecommunications are of good quality.

- Institutions can ensure that the programs they deliver at a distance are consistent with their institutional mission and meet high academic standards.
- States can empower the education consumer by providing information on how to identify quality programming.
- Higher education governing boards can enforce quality standards in program review and provide institutions financial incentives for the development of quality programming.
- Accrediting bodies can establish rigorous assessment and evaluation standards directed at ensuring quality distance education programming and student support services.
- Regional organizations can facilitate the sharing of quality instructional programming.

Teaching and learning technologies can be a powerful means for meeting the challenges of access, quality, and costs. For the technological revolution in teaching and learning to succeed, however, requires vigilance in ensuring that educational programming made available at a distance meets the high educational standards all students are entitled to expect.

This issue of **Policy Insights** was prepared by Robin Etter Zùñiga, Research Associate, WICHE; and Barbara Krauth, Research Associate, Western Cooperative for Educational Telecommunications.

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WICHE Policy Insights

1996 Legislative Overview (Part 1)

Of the seven western states completing 1996 legislative sessions, most saw FY 97 appropriations for higher education increases over FY 96 levels. The rates of increase ranged from 3 to 4.4 percent. Higher education's share of the state budget remained level in four states but declined in three others. Tuition increases for 1996-97 will occur in all but Utah. A few states will have new or expanded roles for state-level technology task forces or committees, while other states increased appropriations for technology-related activities. Additional areas emerging from this session included governance issues in South Dakota, Utah, Washington, and Wyoming; access concerns in Washington and Arizona; and articulation issues in Arizona, South Dakota, and New Mexico. Several issues are identified that may resurface in the 1997 sessions.

June 1996

Background ...

This issue summarizes legislative activity on key issues across several western states during the 1996 session. Legislative and State Higher Education Executive Office (SHEEO) staff in Arizona, Idaho, New Mexico, South Dakota, Utah, Washington, and Wyoming provided the information presented.

Part 2 of the 1996 Legislative Overview will be published in late summer and include states with sessions ending in late spring (Alaska, California, Colorado, Hawaii) and other western states with no regularly scheduled session in 1996 (Montana, Nevada, North Dakota, Oregon).

Appropriations ...

Although higher education appropriations were up in most western states, the share of state appropriations for FY97 remained level or continued to decline.

- FY 96-97 appropriations increases over FY 95-96 for higher education varied among the states: 4.4 percent in **New Mexico,** 4.2 percent in **Idaho**, 3.5 percent in **Arizona**, and 3 percent in **Wyoming**. Only **South Dakota** received level funding. If voters in November authorize spending of income taxes for higher education and if on-going program funds are approved, **Utah's** higher education's operating budget will increase 6.2 percent. **Washington's** biennial budget was adopted in 1995; for FY 96, higher education's appropriation increased 4.58 percent.
- Compared with 1995-96, higher education's share of the state budget remained level in **New Mexico** at between 16 and 17 percent, in **Arizona** at about 14 percent, at 13 percent in **Idaho**, and at about 26 percent in **Wyoming.**
- Budget share declines occurred in **South Dakota** from 18.3 to 17.5 percent, from 16.4 to 15.9 percent in **Utah**, and from 11.5 to 11.2 percent in **Washington**.
- In appropriations-related actions,
    - ○ state agencies in **Arizona** may keep 50 percent of unspent appropriations that would otherwise revert back to the general fund. Savings must result from efficient

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Policy Insights is a new series designed as a companion publication for WICHE's recently published fact book, ***Policy Indicators for Higher Education: WICHE States.*** Drawing on the indicators contained in the fact book, ***Policy Insights*** examines current issues in higher education from the perspective of policymakers at the state level and on the campus. WICHE anticipates producing four issues of ***Policy Insights*** annually.

planning, not budgetary or service reductions, and the agency must qualify by review.

- the **South Dakota** Board of Regents' Reinvestment Through Efficiencies Plan will redirect more than $10 million from lower to higher priority activities, including investments in technology.
- **Washington** higher education gained $34 million in supplemental appropriations for new enrollments, student aid, and productivity improvements in community and technical colleges. An additional $54 million was appropriated for a telecommunication system; the governor, however, vetoed $12 million of that appropriation. The Higher Education Coordinating Board received authority to review supplementary budget requests from institutions.

Tuition and Fees ...

In most of the states covered in this issue, tuition and fee authority resides not in the legislatures but in another state-level entity. For more detail on tuition and fee policies by state, see WICHE's publication ***Confronting the Tuition Spiral.***

- **Arizona** residents will see a 3 percent tuition increase in 1996-97 at universities while non-resident tuition will go up 5 percent. At two-year institutions, tuition will increase on average statewide by 6.61 percent over 1995-96 levels.
- In **New Mexico,** 1996-97 tuition increased 3 percent on average over 1995-96. Legislative action modified "resident student" definitions for the purposes of assessing in-state tuition; the Board of Regents may consider Texas residents as resident students for tuition "if the student resides within a 135-mile radius of that institution."
- In **South Dakota** for 1996-97, resident tuition will increase 2.9 percent while non-resident tuition will increase by 20 percent. A major issue in this session was defining residency more strictly to determine whether a student qualifies for in-state tuition rates. Bills to restrict the Regents' ability to revise tuition rates were defeated.
- For the first time in 20 years, the **Utah** Board of Regents recommended, and the legislature approved, that 1996-97 tuition not be increased.
- In **Washington**, tuitions for the biennium were set in 1995 to increase 4 percent per year at public four- and two-year institutions. During the 1996 session, undergraduate non-resident tuition at state research universities was increased by 10.4 percent for 1996-97. Also, public baccalaureate institutions may establish a new fee to support technology for general student use. Of the revenue raised, 3.5 percent must go toward institutional financial aid. The student government at each institution must agree to the fee and approve revenue expenditures.
- **Idaho's** resident matriculation fee increases will range from 5.1 to 10 percent for 1996-97 at public four-year institutions and Eastern Idaho Technical College. Matriculation fees for public community colleges are set by local junior college districts.
- Resident and nonresident tuition at the **University of Wyoming** for 1996-97 biennium will increase 7.5 percent. Mandatory fee increases are minimal and equal for residents and nonresidents. At community colleges, tuition will increase 8.5 percent each year through 1999-2000 as part of a five-year plan begun in 1995.

Financial Aid ...

As tuition increases and state support for higher education declines, students and their families turn increasing to financial aid. Related legislative action was diverse:

- The **New Mexico** legislature continued its strong support for financial aid funding. New legislation provides for tuition scholarships at public postsecondary institutions from a portion of the lottery proceeds.
- **Utah** legislators established the "Utah Centennial Opportunity Program for Education," a state need-based financial aid program for postsecondary students.
- In a related financial aid action, new legislation in **Washington** suspends professional licenses, certificates, and registrations of individuals defaulting on a federal or state guaranteed loan, service, or conditional scholarship.

Telecommunications ...

Action by several western governors to create a virtual university is one of many responses across the region to telecommunications issues. State legislatures focused in 1996 sessions on new state-level organizational structures:

- The **Arizona** legislature created the Government Information Technology Agency and Information Technology Authorization Committee with oversight authority for telecommunications, computing and network systems of all state agencies, including the Board of Regents and State Community College Board but excluding the institutions. The Regents must establish a centralized information technology review process.
- Legislation in **Washington** directs a K-20 Telecommunications Oversight and Policy Committee to adopt a plan to implement a telecommunications network. The Higher Education Coordinating Board is to make recommendations on the governance structure for the network, development of a location plan, and integration of instructional technologies.
- In **New Mexico,** a Governor's advisory group recommended the state's participation in the virtual university project with the Commission on Higher Education as the coordinating agency.
- **Idaho's** Board of Education allocated $1.75 million of the FY 97 appropriation to promote the creation and use of innovative instructional methods by Idaho faculty. Included were funds to participate in the virtual university initiative and add a technology officer position at the Board.
- **Utah's** legislature passed a resolution supporting the virtual university project and the Governors' SmartStates initiative.

Governance/Structure ...

- In **South Dakota,** a single university system and maintaining the freedom of the regental system to direct resources were major issues addressed in the session. The Regents offered legislation permitting the system to perform administrative functions.
- **Utah** created a "Department of Workforce Services" to coordinate job training functions of government into a "one-stop" function.
- Legislation in **Washington** authorized the HEC Board to require that private colleges meet criteria, in addition to accreditation, before

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exempting them from the degree approval process.

- New **Wyoming** legislation sets up a postsecondary private school licensing process through the state department of education.

Access ...

Growing concerns with projected increases in the number of high school graduates in several western states generated discussions about access. Two states responded to the access issue through enrollment.

- The **Washington** legislature approved a HEC Board recommendation to support an additional 84,100 college students by the year 2010. The Board will refine plans on provision of these opportunities, with special emphasis on increasing access through technology, shifting the educational focus from teaching to learning, expanding partnerships, providing financial aid to needy and meritorious students, and using existing facilities more effectively.

- The **Arizona** Commission for Postsecondary Education will study enrollment demand, propose policy options to accommodate increases, and promote coordination of instruction, capital planning, and telecommunications.

Articulation ...

Other states looked at articulation as part of access and student progression issues:

- **Arizona** legislators considered a bill requiring an articulation plan, a common lower division core curriculum to satisfy general education requirements at universities, and a system for resolving problems of transfer students. Although the bill did not survive, a budgetary footnote mandates an articulation study and report.

- In **South Dakota,** school districts may pay tuition and fees for high school students enrolled in postsecondary courses that satisfy high school graduation requirements.

- **New Mexico's** new tuition scholarships allow two-year public postsecondary recipients to transfer to a four-year school and continue receiving the award for two additional years.

Independent Sector ...

Two states passed legislation or directed action concerning independent higher education:

- The **Arizona** legislature established a postsecondary education voucher program granting $1,500 vouchers for community college graduates to attend private four-year colleges. There is a $100,000 appropriation for 1996-97.

- The **Washington** HEC Board will study physical capacity in public and private colleges to help accommodate the projected increase in enrollment demand.

Issues to Watch ...

The 1997 legislative sessions may reconsider many issues raised this year but withdrawn or defeated. Among these recurring issues are:

- *Appropriations* - In November, **Utah** voters will decide whether the state constitution should be changed allowing income taxes to be used for expenditures in higher education. **Idaho** legislation may again include a proposal to generate funding for community colleges from liquor taxes; similar bills this session died in committee.

- *Governance* - Continued budgetary pressures and questions about coordination and collaboration in the **South Dakota** university system may bring the unified university system concept back in 1997. Legislation in **Idaho** next session may emerge from a joint committee examining how the state will deal with "external entities" delivering education in Idaho.

- *Tuition and fees* - **New Mexico** may see the Texas resident issue resurface next session. In **Idaho,** disagreement over how to interpret state law prohibiting institutions from charging tuition is expected to force the question of who should pay for postsecondary education as an issue during the 1997 session. The **Arizona** Legislature considered, but again did not pass, a prepaid tuition program.

- *Efficiency and productivity* -- **South Dakota** may revisit administrative decision making to achieve efficiencies in higher education operations.

- *Student progression* - **Arizona** lawmakers considered, but did not adopt, legislation capping the state subsidy for undergraduate resident students. A mandated articulation study may revive an unsuccessful bill on articulation. Improving time to degree is one goal of **Washington's** new competitive grant program, "Fund for Innovation and Quality," but FY97 appropriations provided no funding.

- *Privatization* - **Arizona** considered adopting a new procedure for private provision of state agency services similar to state-provided services and valued at $50,000 or more.

- *Faculty and staff* - **Idaho** may consider a proposal to provide faculty with early retirement incentives. Higher education opposed several bills introduced in the **Utah** legislature to remove Teachers Insurance and Annuity Association's (TIAA) exemption from the state guaranty fund.

- *Telecommunications* - Most western legislatures will continue watching the development of the virtual university initiative.

- *Accountability* - **Utah** considered legislation that included using appropriations to reward institutions for effective building utilization, requiring bachelor's degree recipients to take the Graduate Record Exam to assess the quality of their higher education, and establishing a commission to conduct a performance review of the Utah higher education system. The **New Mexico** legislature may re-codify higher education codes and revise funding formulas for certain services.

This issue of **Policy Insights** was prepared by Cheryl Blanco, Director of Policy and Information, and Jere Mock, Director of Constituent Relations and Communications, at WICHE.

WICHE gratefully acknowledges the assistance of legislative staff and staff in State Higher Education Executive Offices in Arizona, Idaho, New Mexico, South Dakota, Utah, Washington, and Wyoming in the preparation of this report.

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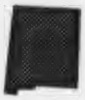
At a glance ...

- State agencies will keep 50 percent of unspent appropriations for pay raises.
- The **Arizona** Commission for Postsecondary Education received more coordinating responsibilities but no additional funding.
- The legislature created two new entities to oversee telecommunications, computing and network systems of agencies, including higher education boards.
- Budget footnote mandates an articulation study .
- The legislature established a voucher program for community college graduates to attend private four-year colleges.

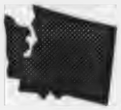
- **Idaho's** new higher education/legislative committee will explore alternative forms of educational delivery systems.
- An Information Technology Resource Management Council was created to coordinate information technology systems throughout state government.
- The recurring question of who should pay for higher education will be considered by the legislature next session.



- **New Mexico's** higher education appropriations increased 4.4 percent over FY 95-96.
- High school graduates will have new tuition scholarships for public institutions.
- "Resident student" redefined to include Texas residents residing within a 135-mile radius of a New Mexico institution.
- The legislature fully funded a $5.6 million request to address workload increases.

- Appropriations for **South Dakota** higher education remained stable.
- Criteria were revised for students to establish residency.
- Restriction lifted so school districts may pay tuition and fees for high school students in postsecondary courses satisfying high school graduation requirements.

- Higher education's share of total state tax funds in **Utah** declined to 15.9 percent for FY97.
- Tuition was not increased for 1996-97.
- The legislature created a prepaid tuition plan.
- New state need-based financial aid program was established.
- The legislature created "Department of Workforce Services" to coordinate all job training and work-related functions of government.



- The **Washington** legislature approved HEC Board's enrollment recommendation for 84,100 more college students by 2010.
- Higher education received $34 million in supplemental appropriations plus an additional $42 million for planning and implementing a telecommunication system.
- The legislature approved a "technology fee" at public institutions.
- Undergraduate non-resident tuition was increased at research universities.
- The legislature established a K-20 Telecommunications Oversight and Policy Committee for a statewide educational telecommunications network.

- 1996 was a budget year in **Wyoming**, and it takes a two-thirds vote to bring up other legislation.
- The major issue addressed this session was K-12 school finance.
- Biennial funding for higher education increased 3 percent over prior appropriation.

WICHE **Policy** Insights

1996 Legislative Overview (Part 2)

August 1996

Increases in state appropriation levels for higher education occurred in California, Colorado, and Nevada while Hawaii's budget declined. California, Montana, and Nevada gained budget shares or remained level. Only California and North Dakota will see no tuition increase. Financial aid action occurred in Alaska, California, Colorado, and Nevada, and telecommunications activity was seen in Colorado, Montana, Nevada, and North Dakota. Governance issues emerged in Alaska, Hawaii, Montana, and North Dakota. Other key issues in the region were accountability, faculty, workforce, access, and articulation.

Background ...

This is the second of a two-part series summarizing legislative activity in western states. Information from Legislative and State Higher Education Executive Office (SHEEO) staff in Alaska, California, Colorado, Hawaii, Montana, Nevada, North Dakota, and Oregon contributed to this summary. Part 1 of ***1996 Legislative Overview*** is available from WICHE.

Appropriations ...

Continuing a trend seen in other western states, appropriations to higher education increased in the 1996 session, but the share of state appropriations remained level or continued to decline. **Montana**, **Nevada**, **North Dakota,** and **Oregon** are working with budgets set for the 95-97 biennium.

- Appropriations increases for FY 96-97 were 8.3 percent in **California**, 6.4 percent in **Colorado**, 3.1 percent in **Montana**, 6.3 percent in **Nevada**, and one percent for **Oregon** community colleges.
- **Hawaii's** appropriation to higher education declined by .5 percent between FY95-96 and FY 96-97. **Oregon** university appropriations declined by 9.2 percent from the previous biennium.
- In **California**, higher education's share of the state budget increased by .5 percent, and **Montana** appropriations to institutions increased by one percent. Higher education's portion of **Nevada's** state appropriations increased by .3 percent from 94-95 to 96-97.
- Many WICHE states lost budget shares: the **Oregon State System's** share of the state general fund declined by 21.2 percent from the previous biennium. Other state declines were **Colorado** .3 percent, and **Hawaii** .1 percent.
- In other appropriations action, **Colorado** institutions may be eligible for incentive money for performance on state goals. In **Montana**, pending class action litigation threatens property taxes and reappraisals, which would impact higher education support.

Tuition and Fees ...

- No tuition increases will occur in **California** or **North Dakota**.
- **Colorado** resident tuition increased 2.3 percent at two-year colleges and four-year institutions over last year; nonresident tuition increased by 4.3 percent.
- Students in **Hawaii** will find significant increases in Fall 1996: 52.4 percent for residents at two-year colleges and 65.1 percent for nonresidents; resident tuition increases at four-year institutions will range from 29.1 to 76.2 percent while nonresidents will pay from 50.4 to 85.3 percent more.
- **Montana** tuition at four-year institutions increased by 4.7 percent for residents and 5.4 percent for nonresidents over Fall 1995. Nevada residents at community colleges will pay 9 percent more and nonresidents will find a 5 percent increase; four-year students will see a 5 percent increase in registration and fees while nonresident tuition and fees goes up 4 percent.
- **Oregon** tuition varies by institution; on average across the state, community college tuition will rise by 4.1 percent for residents and 4.6 percent for out-of-district students; nonresident tuition decreased by 1.9 percent. University of Oregon

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resident students will see a 4.7 percent increase while nonresident tuition will rise by 4.2 percent.

- In tuition-related activity, **Colorado** legislation calls for a feasibility study for a pre-paid tuition program. A tuition voucher bill to establish a state subsidy for qualified resident students attending in-state failed.

Financial Aid ...

- Major changes were made in **Alaska's** Student Loan Program, including a raise in the maximum amount that can be borrowed.
- **California** legislators considered a long-term student fee and financial aid policy but the bill failed in committee.
- Legislative action in **Colorado** produced a $4.5 million increase in the financial aid allocation--an 8.3 percent rise; **Nevada** approved $7 million in additional aid over the 95-97 biennium.

Telecommunications ...

This summer, most of the western governors signed on to establish the Western Governors University (WGU), pending legislative action. Legislatures also acted on telecommunications issues.

- A $20 million fund transfer in **Colorado** will aid higher education institutions, public schools, and libraries in developing distance learning and technology-assisted programs.
- The **Colorado** legislature also created a statewide information infrastructure committee to connect colleges and universities with state and local governments, educators, public libraries, health care providers, businesses and citizens inside and outside the state.
- **Montana** set up an expanded statewide data network which includes the University System, K-12, state agencies, and local governments.
- The **Nevada** legislature approved $5 million for higher education in partnership with K-12 to improve data networks and distance education.

Governance/Structure ...

- In **Alaska**, the Governor used an Executive Order to eliminate the Alaska Commission on Postsecondary Education and transfer its functions to other departments. The Order was overturned by the Legislature, which introduced a bill to provide some of the organizational restructuring and efficiencies that would have resulted from the Governor's Executive Order. The Governor vetoed the bill due to concerns with its structure and related constitutional issues.
- **California** is considering legislation to continue the Private Postsecondary and Vocational Education Reform Act with stronger consumer and fraud protection.
- Legislation created a special fund and land exchange to build the **University of Hawaii**-West Oahu campus.
- In November, **Montana** citizens will vote on a proposed state constitutional amendment to eliminate the Board of Regents and the office of Commissioner of Higher Education and replace this structure with a department responsible to the Governor.
- The **North Dakota** State Board of Higher Education received a Bush Foundation grant to study higher education in the state. A grant 10 years ago resulted in major changes including establishment of the University System.

Accountability ...

- The **California** legislature is considering a bill to improve institutional performance and accountability with outcomes measures and indicators on time to degree and graduation/completion rates.
- The **Colorado** legislature repealed the higher education accountability program but created the Higher Education Quality Assurance Act. CCHE must work with governing boards and institutions to develop a quality indicator system to measure whether institutions are meeting statewide goals, and it ties future funding increases to an institution meeting those goals. CCHE will also publish an annual consumer guide to state institutions.

  In addition, the continuing appropriation for higher education provides incentive funding for five statewide expectations and goals: (1) high quality, efficient, and expeditious undergraduate education, (2) K-12 systemic reform and linkages with higher education, (3) workforce preparation and training; (4) greater use of technology to lower costs and improve the quality and delivery of higher education, and (5) operational productivity and effectiveness.

Faculty ...

- **Montana's** faculty salary increases ranged up to 6.9 percent; some campus increases were scaled back due to failure to meet enrollment projections.

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- The **North Dakota** Board is revisiting its tenure policy and considering several options: separate tenure tracks, dismissal for lack of performance, faculty contracts specifying goals and objectives, and multiple year contracts in lieu of tenure.

Workforce ...

- Improving responsiveness to business and industry prompted the **North Dakota** Board to develop and implement a plan to identify and respond to workforce training needs.
- The **Oregon** Office of Community College Services implemented an interagency agreement to bring management of JTPA into its office to better coordinate workforce development policy.

Access ...

- To address access concerns, **North Dakota's** Board approved a strategic academic plan which specifies institutions that will have principal responsibility for delivering academic programs.
- **Oregon** expanded community college services into two previously unserved counties. Also, the Governor appointed a College Access Task Force.

Student Progression ...

- Under Phase 2 of **Montana's** restructuring, the tuition surcharge level for credit hours drops from 170 to 150 in Fall 1996. Also, programs accounting for 70 percent of undergraduate degrees were lowered to 120 credit hours in length.

Articulation ...

- **Montana** adopted a policy that students completing an approved general education program will have that program approved at all campuses. The system office is also studying the effect of transfer policies.
- The **North Dakota** Board directed that all campuses have a course equivalency matrix within the next few years. Two-year institutions are developing common course numbering among their campuses.

State Issues to Watch ...

Alaska - Legislators may revisit a failed bill which would have required students in WICHE and WAMI medical programs to repay financial aid received through these programs.

California - Private postsecondary education reform act modification and student fees may become interim projects or reintroduced. Potential areas for future legislative action include technology, accountability, financial aid, and fee policy.

Colorado - Graduate education and tenure are issues to watch. Higher education tuition vouchers and merit scholarships may be revived.

Hawaii - Major issues for 1997 are distance education for remote areas, diploma mills, an employee investment plan, and optional retirement plan.

Montana - Major issues for the 1997 session include the constitutional amendment vote, enrollment management policies, and technology for distance education and on-campus qualitative improvements.

Nevada - Issues that may surface in 1997 include a law school at UNLV, a distance education/networking proposal, and financial aid enhancement.

North Dakota - financial and academic accountability and budget issues will be important next session.

Oregon - Distance education, access, and workforce development will be priority interests for higher education in Oregon.

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At a glance ...

- **Alaska's** Student Loan Program underwent major changes.
- The Governor attempted to restructure the Commission on Postsecondary Education. The Order was overturned by the Legislature and the Governor vetoed a legislative bill on restructuring.

- **California** higher education received an 8.3 percent appropriation increase and .5 percent increase in total share of the state budget. Students will see no change in tuition for 1996-97.
- Although a long-term student fee and financial aid policy failed in committee, the California Postsecondary Education Commission will host forums this fall on the issues.
- Legislation is being considered to strengthen consumer and fraud protection.
- Legislators are considering a bill to improve institutional performance and accountability.

- **Colorado** public institutions received 6.4 percent more in appropriations, but higher education's share of the state budget declined by .3 percent.
- Resident and nonresident tuition increased at two-year colleges and four-year institutions over last year.
- The Legislature repealed the higher education accountability program but created the Higher Education Quality Assurance Act.
- A $20 million transfer will assist institutions with distance learning and technology-assisted programs.
- Legislation calls for a feasibility study for the pre-paid tuition program.

- The **Hawaii** system's higher education appropriation declined by .5 percent; higher education's share of the state budget declined by .1 percent.
- 1996-97 tuition increased significantly for medical and law schools and the Manoa campus, smaller increases were made at community colleges and the Hilo campus.
- Restructuring of state government and the university was a major issue this session.
- Legislation created a fund and land exchange to build the University of Hawaii-West Oahu campus.
- Under new legislation the system of community colleges now includes 2- and 4-year vocational technical programs.

- **Montana** is poised for a constitutional amendment vote on the future of the Board of Regents.
- Faculty, administrators, and classified staff received raises.
- An expanded state data network was set up with the University System, K-12, state agencies, and local governments
- Tuition surcharge levels were moved from 170 to 150 credit hours and the length of most undergraduate programs was decreased to 120 credit hours.
- New policies guarantee that approved general education programs will transfer to all campuses.

- **Nevada** did not have a 1996 session, but higher education's share of the state budget increased by .3 percent from 1994-95 to 1996-97.
- Resident registration fees will increase at two-year institutions and four-year institutions in 1996-97.
- The 1995 session approved $7 million in additional financial aid over the biennium.
- An additional $5 million was appropriated in 1995 to improve data networks and distance education.
- Improving articulation and systemwide efficiency are driving discussions on joint use of facilities with K-12.

- **North Dakota** students will see no tuition increase in 1996-97.
- The State Board of Higher Education is examining its tenure policy.
- North Dakota's tribal colleges are connected to the state's interactive video network.
- The Board implemented a plan to better respond to workforce training needs.
- A Bush Foundation grant will support the Board's study of higher education in North Dakota.

- **Oregon's** community colleges expanded services into two previously unserved counties.
- Community College Services will manage JTPA and coordination of workforce development policy.
- Resident and nonresident tuition increased at all institutions.
- The State Board of Education adopted a plan to redesign public higher education.
- Governor's Task Forces on College Access and on Education and the Economy were appointed in July.

WICHE **Policy Insights**

August
1996

Aligning Higher Education and the Job Market

Over the next 5 to 10 years, new jobs in the West requiring postsecondary education will be concentrated in elementary-secondary education, business management and finance, health care, computers and electronics, and some skilled trades. Policymakers can help align educational programs with the job market by targeting incentive funding; strengthening program review and approval policies; coordinating multiple programs at the system, state, and regional level; participating in cooperative regional programs; strengthening student counseling, advising, and information systems; and improving student outcomes assessment and information systems.

Background

Employers, policymakers, and others complain that higher education programs do not reflect the job market. Too many students are graduating in fields with too few jobs, while labor shortages exist, or are looming, in other fields. These concerns are complicated by a shortage of hard data on what actual future workforce needs will be. Making projections is an inexact science, but recent occupational projections from federal and state agencies represent the most specific information available on the makeup of the workforce over the next 5-10 years.

The federal Bureau of Labor Statistics released national occupational projections for the period 1994-2005. Most WICHE states have also recently completed occupational projections. (See WICHE fact book, *Policy Indicators for Higher Education: WICHE States* for additional data on workforce indicators). This issue of *Policy Insights* uses these projections to supplement and update data in *Workforce Indicators: Western States*, a paper prepared for the Western Regional Conference on the Role of Postsecondary Education in Workforce Preparation, sponsored by WICHE and the State Higher Education Executive Officers Association (SHEEO) in May 1996. It highlights findings from recent projections and suggests how state policymakers might better align higher education's graduates with the reality of the workplace.

Projection Highlights

- Total employment nationally is expected to increase by 17.7 million, or 14 percent, between 1994 and 2005. This is considerably smaller than the 24.6 million (24 percent) growth recorded in the preceding 11-year period from 1983 to 1994.
- In the West, Nevada, Arizona, and Utah project job growth significantly above that of the nation. California, Colorado, Idaho, New Mexico, Oregon, and Washington project growth close to the national rate, while employment in Alaska, North Dakota, and South Dakota is expected to grow more slowly than the nation.
- The majority of new jobs, both nationally and regionally, will originate at opposite ends of the wage and education spectrums — in relatively well-paying professional, paraprofessional, and technician occupations requiring postsecondary education, and in low wage service occupations usually requiring no more than a high school education.
- Jobs requiring postsecondary education will grow faster overall than those that do not, but nationally the percentage of all jobs requiring postsecondary education will increase only slightly, from 29.5 percent in 1994 to 31.2 percent in 2005. Jobs requiring bachelor's degrees or higher will grow from 20.8 percent of all jobs to 22.4 percent.
- Growth in most western states will be more diversified than in the nation as a whole. While the top 20 occupations with the largest

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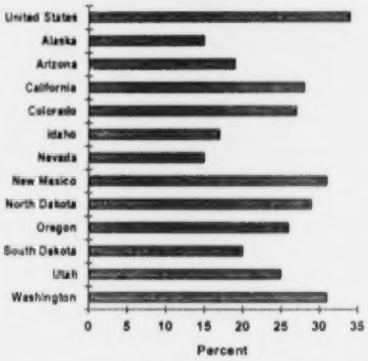
Policy Insights is designed as a companion publication for WICHE's fact book, ***Policy Indicators for Higher Education: WICHE States. Policy Insights*** examines current issues in higher education from the perspective of policymakers at the state level and on the campus.

numerical growth nationally will account for 44 percent of overall national growth, the top 20 occupations in each western state will usually account for less than 40 percent of total growth in the state. Professional, paraprofessional, and technician occupations will account for a smaller percentage of overall growth in the West than nationally (Figure 1).

Figure 1
Growth in Professional, Paraprofessional, and Technician Occupations as Percentage of Total Employment Growth



Note: Data on Hawaii, Montana, and Wyoming were not available

Source: Data from each state's deprtment of employment/labor

- Like the nation, growth in jobs in the West that require postsecondary education are expected to be concentrated in elementary-secondary education, business management and finance, health care, skilled trades, and computers and electronics (Table 1).
- General managers and top executives, which require extensive related experience as well as a college degree, are in demand in every western state, as are registered nurses. The majority of western states will need additional elementary and secondary school teachers, food service and lodging managers, accountants and auditors, and secretaries (Table 1).
- A construction boom in several western states will fuel a need for additional carpenters (Table 1).
- Growing high technology sectors in several western states are creating strong demand for systems analysts, computer engineers, and electronics technicians (Table 1).
- Largely because of growth in high-tech industries, manufacturing employment is increasing in many western states while it is decreasing in other parts of the country. Though high-tech is experiencing real and substantial growth in demand and sales, part of the employment growth in the West is due to jobs being relocated from other areas. Employment growth in high tech resulting from increased demand and sales is also being offset by rapid technological advances and productivity gains that allow fewer workers to produce more product. These forces raise concern that the growth in high-tech and manufacturing employment may be difficult to sustain.

Policy Options for Higher Education

Higher education policymakers have several tools available to better align higher education programs and outputs with local and national workforce needs.

- **Targeting incentive funding.** Legislative policymakers can tie budgeting and finance policies to workforce needs with the aim of reallocating resources and capacity from programs with reduced demand to those with increasing demand. As an example, the 1997-1999 budget request of the Oregon State System of Higher Education contains $11.5 million to develop a number of new and expanded degree programs designed specifically to meet workforce needs.
- **Strengthen program review and new program approval policies.** Policymakers can institute or strengthen policies that require programs under review to provide solid evidence that they will produce graduates in fields for which there is a demonstrated need. New programs should demonstrate how current workforce needs are not being met and will be better fulfilled as a result of the new program. Existing programs should be reviewed on a regular basis and be required to demonstrate that graduates have found appropriate positions and that there will be an on-going demand for future graduates. North Dakota's "Two-Year Subcabinet" facilitates faster response to emerging workplace needs by coordinating and streamlining the State Board of Higher Education's program approval processes for the state's two-year institutions.
- **Coordinating multiple programs at the system, state, and regional levels.** Decisionmakers can review the full range of related programs offered within systems, states, and regions and coordinate individual program

Table 1
High Growth Occupations that Require Postsecondary Education*

Occupation	AK	AZ	CA	CO	ID	MT	NV	NM	ND	OR	SD	UT	WA	US
Education														
Secondary School Teachers	X		X	X	X	X	X	X	X		X	X	X	X
Elementary School Teachers	X			X	X	X	X			X	X	X	X	X
Pre-school and Kindergarten Teachers	X					X				X				
Paraprofessional Teacher's Aides					X					X				
Special Education Teachers	X					X								X
Vocational Education Teachers								X						
Instructors, Nonvocational Education								X						
Business														
Accountants and Auditors		X	X	X	X		X	X		X	X	X	X	
General Managers and Top Executives	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Secretaries	X	X	X	X	X	X	X		X			X		X
Lodging and Food Service Managers	X	X		X	X		X	X	X		X		X	
Financial Managers		X	X				X					X		X
Marketing/Advertising/Public Relations Managers			X							X				
Health														
Registered Nurses	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Licensed Practical Nurses					X	X	X		X					X
Skilled Trades														
Auto Mechanics		X				X		X			X	X		
Carpenters		X	X				X		X		X	X	X	
Hair stylists and Cosmetologists	X								X				X	
Electricians		X												
Welders and Cutters											X			
Computers and Electronics														
Systems Analysts		X	X	X				X	X	X		X	X	X
Electrical and Electronic Technicians					X			X						
Computer Engineers			X	X						X			X	
Computer Programmers				X										
Other														
Aircraft Pilots and Flight Engineers	X													
Social Workers														X
Residential Counselors						X								
Human Services Workers									X					
Property and Real Estate Managers										X				
Public Administration Officials											X			

X = One of the 10 occupations requiring postsecondary education projected to have the largest numerical growth in that state.
* As defined by state and federal agencies--includes formal postsecondary training at less than associate level through doctoral level.
Note: Current data from Hawaii and Wyoming were not available

capacities and specialties to meet state and regional workforce needs. Overlapping programs within the state or region may be flooding the market with too many, too-similar graduates. Conversely, a single institution may not be able to effectively cover all subspecialties within a field and provide the broad range of workers needed, or may not be able to efficiently produce enough quality graduates in fast growing fields. Washington's Comprehensive Plan for Workforce Training, for example, calls for consolidation of programs "where coordination and efficiencies can result."

- **Participating in cooperative regional programs**. Rather than spending scarce resources to build new or expand existing programs, state policymakers can encourage and support students in programs in other states. Likewise, the pressure to maintain a program with unused capacity to accommodate reduced needs can be lessened when there are options in other states. Regionally, there may be more opportunities to efficiently accommodate workforce demands than a state could find within its own borders. WICHE's student exchange programs are examples as are other cooperative and reciprocal programs between two or more individual states.

- **Strengthening student counseling, advising, and information systems.** Information resources and the advising and guidance capabilities of both faculty and student services personnel can be upgraded, expanded, and coordinated with the K-12 system. Personnel at postsecondary institutions can be held more accountable for student progress and outcomes by including evaluation of advising and counseling in promotion and retention decisions. The supply side of the educational program and occupational marketplace is driven largely by the free market choices of students. Students, however, may be ill-informed, indecisive, and uncommitted. Student decisionmaking and commitment can be improved with better advising, counseling, and information services at both the secondary and postsecondary levels. As an example, the Oklahoma State Regents created the state's Educational Planning Assessment System to help middle and secondary school students better plan and act on their college and work goals.
- **Improving student outcomes assessment and information systems.** Policymakers can ensure that institutional, system, and state-level information systems receive sufficient resources to produce the information needed to make good decisions. Decisions on implementing and renewing programs need to be based on the best information available on student matriculation, the job market, and the job placements of graduates. North Dakota, Oklahoma, and Washington are all developing and/or improving information systems to obtain better data on student matriculation between postsecondary sectors and the workforce outcomes of graduates.

Conclusion

Occupational projections indicate that job growth in the West over the next 5-10 years will be concentrated in relatively few fields. Higher education policymakers can use a number of tools to ensure that postsecondary education produces graduates to fill workforce needs, including developing good information systems, encouraging cooperative program planning and review processes, and helping students make good decisions. Hard workforce data, including occupational projections, can replace speculation and anecdotes and better inform higher education policy and management decisions.

Sources and Notes:

1. The federal projections were published as part of several articles in the November 1995 issue of *Monthly Labor Review*, the monthly publication of the U.S. Department of Labor, Bureau of Labor Statistics.

2. U.S. Department of Labor, Bureau of Labor Statistics, *Employment Outlook: 1994-2005 Job Quality and Other Aspects of Projected Employment Growth*, Bulletin 2472, December 1995.

3. State projections are produced by and were obtained from each state's department of employment/labor. Arizona, Colorado, New Mexico, North Dakota, Oregon, Utah, and Washington have issued publications containing the projections. California's projections are available through the electronic bulletin board of the Labor Market Information Division of the Employment Development Department. Alaska, Idaho, Montana, Nevada, and South Dakota provided unpublished data.

4. Some western states have done shorter-term projections than 1994-2005: Alaska, 1994-1999; Colorado, 1995-2000; Utah, 1996-2001. Hawaii and Wyoming did not have current projections available in time for publication.

This issue of Policy Insights was prepared by Danial Via, research assistant, at WICHE. WICHE gratefully acknowledges the assistance of state departments of labor and other agencies that contributed information

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WICHE **Policy Insights**

August 1996

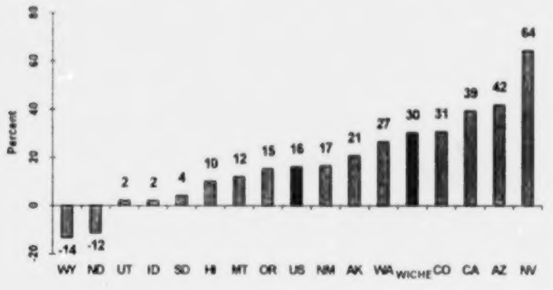
The Access Dilemma: Can Private Higher Education Help?

The independent sector is a significant contributor to capacity in most of the WICHE states, with about 20 percent of 4-year enrollments regionally. States wishing to utilize the private sector more to help meet pressing access needs might consider: (1) direct fiscal subventions or contracts for specific services, such as are fairly common in the East, or (2) strategies built around student aid programs, an approach more natural in the West. Building on current, often underfunded, state aid programs under which eligible needy students may choose to attend private colleges appears to be the most promising of these. Making the grants more attractive to induce more students to enroll in independent colleges should save states considerable costs of providing for those students in the public sector.

Background

WICHE's projections of high school graduates show clearly that, in most of the West, state higher education systems will face sharply growing enrollment demand over the next decade (Figure 1). These figures do not take into account other likely sources of increased demand—such as from older students, and those affected by economic changes or reached by newly emerging technologies.

Figure 1
Projected Percent Change in Number of High School Graduates, WICHE States, 1995 to 2004



Source: *High School Graduates: Projections by State, 1992 to 2009*, WICHE, September 1993

Substantial new public investments will be needed to respond to the enrollment surge. Yet, this need emerges at a time when states are especially poorly positioned to respond. Spending pressures from "mandated" state functions, notably Medicaid, corrections, and K-12 education, have been growing rapidly and show few signs of abating absent major structural reforms in state budgeting (Zumeta and Fawcett-Long, 1996). Pending changes in the federal-state social contract may well make these pressures worse, especially in the fast-growing West.

In short, many states may be unable to finance the type of expansion of public higher education that has occurred in past high-demand periods. Instead, state and higher education leaders will have to fashion modest-cost expansion strategies that build carefully upon a number of complementary elements and that utilize existing capacity as much as practicable. Explicit tapping of the potential of private higher education can be among those elements in a number of WICHE states, primarily via the use of familiar policy levers such as student aid programs.

Private Higher Education in the West

Private higher education is less prominent in the West than in other regions. California reported 62 private nonprofit colleges and universities with enrollments in Fall 1992, but no other WICHE state had more than 12 (Table 1). Wyoming is the only state in the nation with no private nonprofit higher education institutions; seven other WICHE states had three or fewer. Colorado, Hawaii, Montana, Oregon, South Dakota, and Washington each have from four to 12 private colleges and universities in Fall 1992.

Most western states do not have large populations, so a modest number of colleges can make a substantial contribution. The private sector's share of baccalaureate-and-above enrollment is significant in a number of WICHE states (Table 1). About 20 percent of four-year enrollments and 11 percent of all (including two-year) enrollments are in private nonprofit institutions in these states.

- Utah's private sector is the region's leader in share of four-year enrollments at 36 percent, and Hawaii is second at 33 percent. The private-sector share in Washington is 27 percent, in California 25 percent, and in Oregon 22 percent.
- South Dakota, Colorado, Montana, and North Dakota show private shares of the four-year market in the 9-14 percent range; in Idaho private institutions have only 7 percent of four-year enrollments but 19 percent of all enrollments because of a large two-year institution.
- Alaska, Arizona, Nevada and New Mexico have very small private sector enrollments.

Between 1980 and 1992, private enrollments grew in western states, and this growth was stronger in these states than in the U.S. overall (+20 percent vs. +13 percent). Growth in total headcount in private institutions in the West ranged from 10-20 percent in Utah, California, and South Dakota, to more than 100 percent in Arizona, Nevada, and Alaska. Colorado, Idaho, Montana, New Mexico, Oregon, and Washington private institutions gained from 20-40 percent, and those in North Dakota and Hawaii grew in the 80-100 percent range.

Plainly, private enrollments in the West have been growing at a healthy pace during a period when overall growth in higher education, particularly in the private sector, has not been all that robust. This suggests that there may well be interest and capacity for further growth in these institutions in many western states. National survey evidence indicates that private institutions in many states are interested in growing and in working with states to facilitate this (Zumeta and Fawcett-Long, 1995).

State Policy Levers

Two major alternatives are available to states seeking to utilize their private higher education capacity to meet access or other policy goals. Each is discussed below with policy implications.

Table 1
Headcount Enrollment in Private Nonprofit Institutions Total
WICHE States, 1980-92

State	Number of Priv. Nonprofit Institutions	Total Enroll. 4-Yr. Priv.Inst. 1992	Market Share 4-Yr. Priv. Inst. 1992	% Change in Total Enroll. 4-Yr. Priv. Inst. 1980 - 1992	Total Enroll. 2 & 4 Yr. Priv. Inst. 1992	Market Share 2 & 4 Yr. Priv. Inst. 1992	% Change in Total 2 & 4 Yr. Priv. Inst. 1980 - 1992
AK	1	1,146	4.9%	126.5%	1,146	3.9%	126.5%
AZ	2	2,548	2.6%	101.6%	2,548	2.2%	101.6%
CA	62	172,627	25.1%	12.1%	177,918	10.8%	13.7%
CO	7	18,098	12.1%	33.1%	18,534	9.2%	31.3%
HI	4	11,321	32.7%	97.2%	11,321	18.7%	97.2%
ID	3	2,831	6.7%	39.3%	10,774	18.9%	26.4%
MT	5	3,460	10.4%	14.6%	4,543	11.9%	28.5%
NV	3	415	1.3%	137.1%	440	0.7%	121.1%
NM	3	2,276	4.2%	39.7%	2,276	2.3%	39.7%
ND	2	2,932	9.3%	83.6%	2,932	9.1%	83.6%
OR	12	18,746	22.4%	31.4%	18,746	12.9%	31.4%
SD	8	5,074	14.4%	15.6%	6,394	17.7%	17.7%
UT	3	34,401	35.6%	11.3%	35,194	26.6%	10.3%
WA	11	30,689	27.0%	21.0%	30,689	12.0%	21.0%
WY	0	0	0.0%	0.0%	0	0.0%	0.0%
WICHE	126	306,564	20.1%	18.6%	323,455	10.7%	19.6%
US		2,416,665	29.1%	12.0%	2,545,093	20.1%	13.2%

Source: 1992 Integrated Postsecondary Education Data System (IPEDS); 1994 *Digest of Educational Statistics*, p. 199; *Historical Trends: State Education Facts 1969 to 1989*, National Center for Education Statistics.

Direct appropriations and contracts. Nationally, about one-half the states have programs involving direct state funding to private colleges and universities (excluding student aid) (Zumeta, 1994). The purposes of these programs are wide-ranging, including general-purpose aid to private institutions, support for capital projects, and funding of research and development designed to contribute to the state's economic development.

- **Targeted, capitation-based funding** - Much direct funding is driven by enrollments; the largest category is capitation-based funding for private programs in the health fields. State funding is often provided under explicit contractual arrangements with recipient institutions.
- **General institutional support** - This is another substantial category in terms of dollars. Several states in the eastern half of the country provide broad-purpose funding for private institutions tied to enrollments or degrees, usually limited to state-resident undergraduates.
- **Contracts or targeted appropriations** - Western states could take advantage of the capacities of their private institutions by means of contracts or targeted appropriations. For example, a state considering creation of a new professional school at a state university might more cost-effectively opt to contract with an existing program at a private institution. Following existing models, students would pay tuition at public university rates and the state would subsidize all or a portion of the remaining costs. However, this is rarely done in western states. The major reasons include both limited specialized capacity (e.g., in research and health professions education) and a policy history—and even legal structure— dominated by public institutions. In many states, there is reticence—sometimes on both sides—about considering direct fiscal relation- ships between the state and private institutions.

Student Aid Programs. More familiar in the West are state contributions to student aid programs for which private college students are eligible. All WICHE states with private colleges make such students eligible for at least one of their aid programs, as required for federal help under the State Student Incentive Grant (SSIG) program.

States facing the prospect of expensive additions to public higher education capacity in response to large-scale growth might wish to manipulate the size of the grants provided to private-college enrollees to shift some state-resident students to the private sector. The state dollars required to induce such shifts seem likely to be substantially less than the costs (per student) of expanding public sector capacity (Zumeta, 1996a).

There are two major approaches using student aid programs to help students enroll in private institutions:

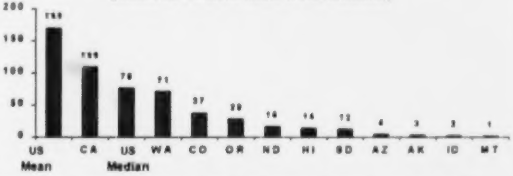
- **Tuition-equalization programs** - These may be either need-based (eligibility is determined by the student's financial need) or not (Zumeta, 1996b). These programs restrict aid to private-college students and usually provide fairly substantial aid. (Most states also have other aid programs for which public college students are eligible.) The majority of states with these programs require recipients to demonstrate financial need, as is the case with New Mexico's Student Choice Program.

  The tricky problem in the design of such a program is to minimize "unnecessary" grant aid to students who would have attended a private institution in any case. To make such programs cost-effective in providing access, states must ensure that benefiting institutions increase their enrollments of state resident commensurate with the additional aid their students receive. Otherwise, the state aid may simply displace funding from other sources without increasing enrollments.

  States not requiring demonstration of need, most of which are in the South, assume that without tuition-equalization aid the student would probably enroll in a public institution and cost the state an even larger subsidy. In the West, with its public higher education traditions, this approach seems likely to be a hard one either to sell initially or to sustain in terms of political support.
- **Tuition-sensitive grants** - Under this approach to aid, both sectors' students are eligible for aid within the same program. But the grants are tuition-sensitive (i.e., tuition up to some maximum counts in the calculation of a student's need), and large enough at the maximum to make attendance at a private institution realistic for needy students. This "both sectors eligible" approach has the key advantage of providing incentive for public institutions to support the program. The size of the maximum grant can be adjusted to assess the impact of additional dollars in terms of shifting students' enrollment decisions.

The basic program structure for doing this is in place in most WICHE states, but many have historically provided low funding levels with grants too small to attract many students into private institutions (Figure 2). The current move at the federal level to eliminate the federal SSIG program threatens even these small programs. In the face of the cost implications of large-scale expansion of public higher education capacity, perhaps this circumstance provides a good opportunity to rethink how state student aid might be used to induce some students to attend institutions for which the state does not have to provide a full per-student subsidy.

Figure 2
Undergraduate Student Aid Funding Per Student in Private Higher Education, WICHE States, 1992-93 (Includes Federal SSIG Contributions)



Footnotes: Wyoming has no private institutions. Data for Nevada and Utah were not available.

New Mexico is the only WICHE state with a "tuition-equalization" program serving private-sector students only. Complete data on the sector distribution of all state need-base aid in New Mexico were not available, but the state would no doubt rank highly among the western states in its aid to private college students.

US mean and median are based on available data from 44 states for 1993-94. The figures given for each state represent the total state grant aid per FTE times an approximation of the proportion going to students enrolled in private institutions. This proportion includes need-based aid only because no complete data are available on the sector distribution of non-need-based aid.

Source: 1993-94 National Association of State Scholarship and Grant Programs, Annual Survey, pp. 92-93, 110.

Another student aid approach of some interest is currently being used on a small scale in two WICHE states (Arizona and Washington), as well as in at least two other states facing strong enrollment demand pressures (Florida and Virginia). In these states, community college transfers to private colleges are eligible for sizable state grants to pursue upper-division studies. This makes sense where upper-division capacity in general is the bottleneck, as in Arizona, or where the worst such capacity shortfalls are perceived to be geographically localized (Virginia and Washington), or in particular majors (Florida).

Conclusion

The major concern in higher education today, particularly in the western states, is the need to expand enrollment access and finance this expansion. Given the difficult fiscal constraints, state responses will have to be creative, multi-faceted, and cost-effective. Fuller utilization of private higher education's capacity (and desire to grow) seems possible by judicious manipulation of the familiar policy lever of state student aid, in particular its funding and program design elements like tuition-sensitivity, maximum award levels and perhaps income eligibility standards.

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This issue of *Policy Insights* was prepared by William Zumeta, Institute for Public Policy and Management, Graduate School of Public Affairs, University of Washington. It was adapted from a paper, commissioned by and available from WICHE, titled "Access Policy in the Western States: Is There a Role for Private Higher Education?" (October 1995), by Zumeta and John Fawcett-Long.

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Part IV:
Data Tables

Table 1
Population by Age for WICHE States, 1995, 2000 and 2005

Percent of Total Population

	1995					2000					2005				
	0 to 19	20 to 24	25 to 44	45 to 64	65+	0 to 19	20 to 24	25 to 44	45 to 64	65+	0 to 19	20 to 24	25 to 44	45 to 64	65+
Alaska	34.4%	7.9%	36.8%	16.6%	4.4%	34.5%	7.6%	35.1%	18.4%	4.4%	34.0%	8.3%	33.2%	20.0%	4.6%
Arizona	30.4%	6.8%	30.5%	18.6%	13.7%	30.3%	6.4%	28.4%	20.9%	14.0%	29.4%	6.9%	25.6%	23.7%	14.4%
California	30.5%	7.0%	33.8%	18.1%	10.6%	30.9%	6.6%	31.6%	20.3%	10.6%	30.4%	7.2%	29.0%	22.7%	10.7%
Colorado	28.8%	7.2%	34.5%	19.3%	10.1%	28.5%	6.9%	32.5%	21.8%	10.2%	27.5%	7.4%	29.9%	24.7%	10.6%
Hawaii	28.2%	7.7%	33.5%	18.9%	11.7%	28.6%	6.8%	32.5%	20.1%	12.0%	28.3%	7.2%	30.9%	21.8%	11.9%
Idaho	33.1%	7.5%	29.5%	18.3%	11.5%	32.3%	7.3%	29.0%	20.3%	11.1%	31.3%	7.2%	27.5%	22.8%	11.1%
Montana	30.0%	7.0%	29.8%	20.0%	13.2%	29.5%	6.9%	28.8%	22.1%	12.7%	28.7%	7.1%	27.1%	24.5%	12.6%
Nevada	27.8%	6.6%	34.1%	20.5%	10.9%	27.4%	6.5%	32.3%	22.9%	10.8%	26.3%	6.9%	29.4%	26.3%	11.1%
New Mexico	32.7%	7.1%	30.6%	18.6%	11.0%	32.7%	6.6%	28.9%	20.5%	11.2%	32.0%	7.1%	26.6%	22.9%	11.3%
North Dakota	29.7%	7.2%	30.5%	18.1%	14.6%	28.7%	7.3%	28.8%	20.6%	14.6%	27.7%	7.9%	27.1%	23.4%	13.9%
Oregon	28.5%	6.7%	31.3%	20.1%	13.4%	28.4%	6.7%	29.4%	22.7%	12.7%	27.9%	7.0%	27.6%	25.1%	12.5%
South Dakota	31.8%	7.1%	28.8%	18.0%	14.3%	31.3%	7.1%	27.5%	20.1%	13.9%	30.6%	7.4%	25.6%	22.8%	13.6%
Utah	39.1%	8.7%	28.6%	14.7%	8.8%	37.7%	9.2%	27.8%	16.6%	8.7%	36.7%	9.0%	26.7%	18.8%	8.8%
Washington	29.2%	6.8%	33.1%	19.5%	11.5%	29.1%	6.6%	31.1%	22.1%	11.1%	28.2%	7.1%	28.6%	25.0%	11.1%
Wyoming	31.9%	7.6%	31.7%	18.3%	10.5%	31.2%	7.7%	30.7%	20.7%	9.8%	30.5%	8.1%	29.2%	23.1%	9.1%
WICHE w/CA	30.5%	7.1%	32.9%	18.4%	11.1%	30.6%	6.8%	31.0%	20.7%	11.0%	30.0%	7.2%	28.5%	23.2%	11.1%
WICHE w/o CA	30.5%	7.1%	31.9%	18.8%	11.6%	30.2%	6.9%	30.2%	21.1%	11.5%	29.4%	7.3%	28.0%	23.8%	11.6%
U.S.	28.9%	7.0%	31.8%	19.5%	12.8%	28.9%	6.5%	30.2%	21.7%	12.8%	28.3%	6.9%	27.7%	24.3%	12.8%

Population (in thousands)

	1995						2000						2005					
	Total	0 to 19	20 to 24	25 to 44	45 to 64	65+	Total	0 to 19	20 to 24	25 to 44	45 to 64	65+	Total	0 to 19	20 to 24	25 to 44	45 to 64	65+
Alaska	**634**	218	50	233	105	28	**701**	242	53	246	129	31	**745**	253	62	247	149	34
Arizona	**4072**	1236	277	1242	759	558	**4436**	1343	285	1258	927	623	**4764**	1401	327	1219	1129	688
California	**32397**	9883	2279	10946	5867	3422	**34887**	10774	2312	11020	7077	3704	**37769**	11500	2720	10938	8563	4048
Colorado	**3710**	1069	268	1280	717	376	**4057**	1157	280	1320	885	415	**4308**	1183	319	1288	1063	455
Hawaii	**1221**	344	94	409	231	143	**1328**	380	90	432	267	159	**1438**	407	103	444	313	171
Idaho	**1154**	382	87	341	211	133	**1289**	416	94	374	262	143	**1383**	433	100	380	316	154
Montana	**861**	258	60	257	172	114	**918**	271	63	264	203	117	**962**	276	68	261	236	121
Nevada	**1476**	410	98	504	303	161	**1691**	463	110	547	388	183	**1835**	483	126	539	483	204
New Mexico	**1675**	547	119	513	311	185	**1824**	597	121	528	374	204	**1957**	627	138	521	449	222
North Dakota	**637**	189	46	194	115	93	**645**	185	47	186	133	94	**657**	182	52	178	154	91
Oregon	**3141**	896	210	983	631	421	**3404**	968	227	1002	773	434	**3646**	1017	254	1005	914	456
South Dakota	**733**	233	52	211	132	105	**770**	241	55	212	155	107	**797**	244	59	204	182	108
Utah	**1945**	760	170	557	286	172	**2149**	810	198	597	356	188	**2317**	851	208	619	435	204
Washington	**5498**	1606	373	1818	1070	631	**6069**	1766	400	1886	1342	675	**6569**	1854	464	1877	1642	732
Wyoming	**486**	155	37	154	89	51	**522**	163	40	160	108	51	**558**	170	45	163	129	51
WICHE w/CA	**59640**	18186	4220	19642	10999	6593	**64690**	19776	4375	20032	13379	7128	**69705**	20881	5045	19883	16157	7739
WICHE w/o CA	**27243**	8303	1941	8696	5132	3171	**29803**	9002	2063	9012	6302	3424	**31936**	9381	2325	8945	7594	3691
U.S.	**263433**	76026	18473	83820	51466	33648	**276241**	79753	17947	83360	59859	35322	**288285**	81445	19916	79866	70088	36970

Source: U.S. Bureau of the Census, Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020 (1994)

Regional Indicators 1,2; State Indicators 1, 2

Table 1 (continued)
Population by Age for the WICHE States, 1995, 2000 and 2005

Percent of Population under 19 and over 65 years of age: 1995, 2000 and 2005
Dependency Ratio

	1995	2000	2005
Alaska	38.8%	38.9%	38.5%
Arizona	44.1%	44.3%	43.8%
California	41.1%	41.5%	41.2%
Colorado	38.9%	38.7%	38.0%
Hawaii	39.9%	40.6%	40.2%
Idaho	44.6%	43.4%	42.4%
Montana	43.2%	42.3%	41.3%
Nevada	38.7%	38.2%	37.4%
New Mexico	43.7%	43.9%	43.4%
North Dakota	44.3%	43.3%	41.6%
Oregon	41.9%	41.2%	40.4%
South Dakota	46.1%	45.2%	44.2%
Utah	47.9%	46.4%	45.5%
Washington	40.7%	40.2%	39.4%
Wyoming	42.4%	41.0%	39.6%
WICHE w/CA	41.5%	41.6%	41.1%
WICHE w/o CA	42.1%	41.7%	40.9%
U.S.	41.6%	41.7%	41.1%

Source: U.S. Bureau of the Census, Current Population Reports, P25-1111, Population Projections for States, by Age, Race and Sex: 1993 to 2020 (1994). The dependency ratio is equal to the percent of persons in the total population who are 0 to 19 years and 65 years and older.

Regional Indicators 1,2; State Indicators 1, 2

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Table 2
Educational Attainment of the Population 25 Years and Older, 1990

State	Number in 25 & Older Population	Number with Less Than H.S. Diploma	Number with H.S. Diploma/ Some College	Number with AA Degrees	Number with BA Degrees or Higher
Alaska	323,429	43,244	182,244	23,444	74,497
Arizona	2,301,177	491,080	1,185,768	157,456	466,873
California	18,695,499	4,450,528	8,393,808	1,484,489	4,366,674
Colorado	2,107,072	328,056	1,064,349	146,411	568,256
Hawaii	709,820	141,506	346,774	59,116	162,424
Idaho	601,292	121,787	328,183	45,187	106,135
Montana	507,851	96,469	282,306	28,555	100,521
Nevada	789,638	167,628	452,567	48,803	120,640
New Mexico	922,590	229,974	457,778	46,502	188,336
North Dakota	396,550	92,427	192,682	39,802	71,639
Oregon	1,855,369	343,609	1,001,107	128,482	382,171
South Dakota	430,500	98,720	225,934	31,955	73,891
Utah	897,321	133,315	494,538	69,715	199,753
Washington	3,126,390	505,783	1,655,160	248,478	716,969
Wyoming	141,158	23,911	83,489	10,526	23,232
WICHE w/CA	33,805,656	7,268,037	16,346,687	2,568,921	7,622,011
WICHE w/o CA	15,110,157	2,817,509	7,952,879	1,084,432	3,255,337
U.S.	158,868,436	39,343,718	77,422,540	9,791,925	32,310,253

State	Percent with Less Than H.S. Diploma	Percent with H.S. Diploma/ Some College	Percent with AA Degrees	Percent with BA Degrees or Higher
Alaska	13.37%	56.35%	7.25%	23.03%
Arizona	21.34%	51.53%	6.84%	20.29%
California	23.81%	44.90%	7.94%	23.36%
Colorado	15.57%	50.51%	6.95%	26.97%
Hawaii	19.94%	48.85%	8.33%	22.88%
Idaho	20.25%	54.58%	7.51%	17.65%
Montana	19.00%	55.59%	5.62%	19.79%
Nevada	21.23%	57.31%	6.18%	15.28%
New Mexico	24.93%	49.62%	5.04%	20.41%
North Dakota	23.31%	48.59%	10.04%	18.07%
Oregon	18.52%	53.96%	6.92%	20.60%
South Dakota	22.93%	52.48%	7.42%	17.16%
Utah	14.86%	55.11%	7.77%	22.26%
Washington	16.18%	52.94%	7.95%	22.93%
Wyoming	16.94%	59.15%	7.46%	16.46%
WICHE w/CA	21.50%	48.35%	7.60%	22.55%
WICHE w/o CA	18.65%	52.63%	7.18%	21.54%
U.S.	24.76%	48.73%	6.16%	20.34%

Source: 1990 Census of the Population, Education in the United States, 1990 CP 3-4. Table 2: Educational Attainment by Age and Sex, States,1990; and Table 1: Educational Attainment by Age, Sex, Race and Hispanic Origin, United States, 1990.

Explanatory Notes: Figures reflect completion rates for all persons 25 years and older. Associate degrees include occupational and academic programs. Data based on sample and subject to sampling variability. WICHE and U.S. figures are calculated from total numbers; they are not averages of the state percentages.

Regional Indicators 3, 4; State Indicator 3

Table 3
Actual and Projected Number of High School Graduates, 1985 to 2009

	AK	AZ	CA	CO	HI	ID	MT	NV	NM	ND	OR	SD	UT	WA	WY	WICHE Region	US
1984-85	5,184	27,877	251,143	32,255	12,516	12,148	10,015	8,174	16,930	8,742	26,870	8,949	19,905	45,798	5,687	492,193	2,426,153
1985-86	5,464	27,533	252,150	32,621	12,468	12,053	9,761	8,430	16,885	8,149	26,286	8,382	20,073	45,805	5,587	491,647	2,390,259
1986-87	5,692	29,549	262,921	34,200	13,102	12,243	10,073	8,842	17,066	8,360	27,165	8,597	21,262	49,769	5,933	514,774	2,424,490
1987-88	5,907	31,130	274,707	35,977	13,400	12,250	10,322	9,404	17,238	8,926	28,058	8,842	22,564	49,858	6,148	534,731	2,497,688
1988-89	5,644	31,638	269,059	35,520	13,059	12,546	10,483	9,464	16,816	8,600	26,903	8,871	23,362	48,911	6,079	526,855	2,464,319
1989-90	5,481	33,980	259,228	34,406	11,908	12,402	9,815	9,803	16,129	8,174	27,080	8,309	22,858	48,215	5,855	513,643	2,578,531
1990-91	5,538	33,053	256,352	32,572	11,896	12,597	9,426	9,666	16,429	7,991	26,210	7,772	24,144	46,286	5,756	505,688	2,474,544
1991-92	5,635	33,104	267,960	32,420	11,970	13,484	9,523	9,133	16,117	7,849	27,045	8,044	25,612	47,689	5,846	521,431	2,475,001
1992-93	5,713	33,069	279,853	33,759	11,247	13,842	9,962	10,137	16,274	8,040	28,287	8,622	26,470	48,269	6,049	539,593	2,506,553
1993-94	5,871	36,788	275,543	33,902	11,713	14,230	10,350	10,647	16,019	8,099	28,816	9,028	28,954	49,140	5,982	545,082	2,491,019
1994-95	6,090	37,506	282,778	35,024	11,712	15,291	10,796	11,520	16,819	8,562	30,078	9,210	30,553	53,172	6,212	565,323	2,582,043
1995-96	6,710	38,669	289,558	35,766	12,356	15,618	11,201	12,006	17,284	8,503	30,852	9,428	29,360	55,312	6,300	578,923	2,618,157
1996-97	6,818	40,994	301,949	38,015	12,864	16,675	11,399	12,937	17,392	8,611	32,387	10,144	32,497	58,323	6,353	607,358	2,695,469
1997-98	7,195	43,073	319,191	40,186	13,368	17,132	11,930	14,219	19,204	8,842	32,248	10,414	33,485	61,716	6,754	638,957	2,784,793
1998-99	7,483	44,635	335,248	41,719	13,686	17,454	12,457	15,251	19,741	9,102	33,710	10,689	32,978	64,217	6,726	665,096	2,842,669
1999-00	7,818	46,872	346,721	43,375	13,890	18,405	12,836	16,238	20,091	9,115	35,359	10,831	33,528	67,183	6,768	689,030	2,900,700
2000-01	7,668	48,303	355,202	44,198	13,840	18,098	13,045	16,931	20,553	8,976	35,900	10,568	32,190	68,692	6,610	700,774	3,008,038
2001-02	8,014	48,539	363,974	44,341	13,709	18,504	13,400	17,808	20,336	8,598	36,071	10,538	31,613	69,645	6,589	711,679	2,945,387
2002-03	8,340	48,669	375,343	45,839	13,333	18,602	13,509	18,672	20,538	8,515	36,553	10,531	30,984	70,789	6,478	726,695	3,003,665
2003-04	8,197	52,580	376,688	47,831	13,383	17,527	13,383	19,421	20,247	8,054	36,275	10,268	30,734	70,929	6,036	731,553	2,976,826
2004-05	8,098	54,828	403,223	46,737	13,603	15,959	12,546	19,721	20,138	7,515	35,540	9,819	30,001	70,003	5,437	753,168	3,039,708
2005-06	8,002	56,779	427,039	47,238	13,927	15,268	11,978	21,307	19,928	7,370	36,787	9,562	30,849	72,133	5,327	783,494	3,124,851
2006-07	8,533	58,140	456,550	45,602	14,159	14,654	11,966	23,200	20,178	6,982	37,915	9,469	30,661	74,973	5,287	818,269	3,230,390
2007-08	8,932	59,697	490,704	43,596	14,981	15,162	11,899	25,558	20,213	6,748	39,394	9,395	31,505	78,848	5,507	862,139	3,323,296
2008-09	7,275	58,537	485,151	43,957	14,634	15,902	11,829	27,184	20,773	6,614	39,317	9,432	28,790	75,348	4,648	849,391	3,264,572

Source High School Graduates, Projections by State 1992-2009, Western Interstate Commission for Higher Education, 1993

Explanatory Notes Data include actual diplomas granted for 1984-85 through 1991-92 and projections of public and nonpublic students graduating from 1992-93 through 2008-09. The definition of a "high school graduate" varies by state. For more detailed explanations of the data for each state, refer to the explanatory notes for each state in the source publication.

	Percent Change 1995-96 to 2005-06
Alaska	19%
Arizona	47%
California	47%
Colorado	32%
Hawaii	13%
Idaho	-2%
Montana	7%
Nevada	77%
New Mexico	15%
North Dakota	-13%
Oregon	19%
South Dakota	1%
Utah	5%
Washington	30%
Wyoming	-15%
WICHE w/CA	35%
WICHE w/o CA	23%
U.S.	19%

Regional Indicator 5; State Indicator 4

Table 4

Numbers of Recent High School Graduates and First-Time Freshmen, 1992 and 1994

	1992-93			1994-95		
	High School Graduates*	Freshmen**		High School Graduates*	Freshmen**	
		In-State	Total		In-state	Total
Alaska	5,635	1,158	2,243	5,871	997	2,213
Arizona	33,104	13,193	15,037	36,788	13,002	15,120
California	267,960	124,362	136,870	275,543	153,097	168,556
Colorado	32,420	12,643	16,747	33,902	12,722	17,354
Hawaii	11,970	4,871	6,428	11,713	5,188	6,928
Idaho	13,484	4,932	6,374	14,230	4,860	6,530
Montana	9,523	3,312	4,793	10,350	3,707	6,279
Nevada	9,133	1,760	2,980	10,647	2,425	3,787
New Mexico	16,117	6,221	7,839	16,019	6,379	8,496
North Dakota	7,849	4,259	5,307	8,099	4,309	5,344
Oregon	27,045	11,723	14,509	28,816	12,766	16,066
S. Dakota	8,044	2,804	4,017	9,028	3,067	4,331
Utah	25,612	11,388	12,378	28,954	13,994	15,048
Washington	47,689	23,667	27,520	49,140	24,425	28,536
Wyoming	5,846	1,861	2,752	5,982	2,334	3,157
WICHE w/CA	521,431	228,154	265,794	545,082	263,272	307,745
WICHE w/o CA	253,471	103,792	128,924	269,539	110,175	139,189

*First-time Freshmen who are recent high school graduates in public and private two and four-year HEGIS institutions, excluding U.S. military schools.

**Public and nonpublic high school graduates; in some cases, nonpublic high school graduates are estimated. 1994-95 graduates are a projection.

	Percent of Grads Who are Residents Enrolled in State/Region		Percent of Grads who are Residents Enrolled Anywhere	
	1992	1994	1992	1994
Alaska	20.6%	17.0%	39.8%	37.7%
Arizona	39.9%	35.3%	45.4%	41.1%
California	46.4%	55.6%	51.1%	61.2%
Colorado	39.0%	37.5%	51.7%	51.2%
Hawaii	40.7%	44.3%	53.7%	59.1%
Idaho	36.6%	34.2%	47.3%	45.9%
Montana	34.8%	35.8%	50.3%	60.7%
Nevada	19.3%	22.8%	32.6%	35.6%
New Mexico	38.6%	39.8%	48.6%	53.0%
North Dakota	54.3%	53.2%	67.6%	66.0%
Oregon	43.3%	44.3%	53.6%	55.8%
S. Dakota	34.9%	34.0%	49.9%	48.0%
Utah	44.5%	48.3%	48.3%	52.0%
Washington	49.6%	49.7%	57.7%	58.1%
Wyoming	31.8%	39.0%	47.1%	52.8%
WICHE Avg. w/CA	43.8%	48.3%	51.0%	56.5%
WICHE Avg. w/o C	40.9%	40.9%	50.9%	51.6%

Sources: High School Graduates, Projections by State, 1992-2009. Western Interstate Commission for Higher Education, 1993; National Center for Education Statistics, Integrated Postsecondary Data System, Fall Enrollment Survey (1992 and 1994).

Explanatory Notes: High school graduates are those who graduated during the 1991-92 and 1993-94 school years from public and nonpublic schools. In some states nonpublic graduates are estimated. The definition of a "high school graduate" varies by state. For more detailed explanations of the data for each state, refer to the explanatory notes for each state in the source publication. Freshmen are all students enrolled in October of the appropriate school year for the first-time, full- or part-time, in public and independent two- and four-year education institutions, excluding U.S. military schools. In-state and out-of-state residency are determined by the student's official permanent residence.

Regional Indicator 6; State Indicator 5

Table 5
Migration of First-Time, First-Year College Students in the United States, 1994-95

	Receiving State																										
Sending State	**AL**	**AK**	**AZ**	**AR**	**CA**	**CO**	**CT**	**DE**	**DC**	**FL**	**GA**	**HI**	**ID**	**IL**	**IN**	**IA**	**KS**	**KY**	**LA**	**ME**	**MD**	**MA**	**MI**	**MN**	**MS**	**MO**	**MT**
AL	34,230	2	7	28	29	15	11	0	35	170	466	8	2	28	35	6	16	26	203	3	10	53	14	7	381	40	6
AK	13	1,487	97	9	80	89	4	0	6	17	15	20	81	24	18	18	20	8	7	4	8	31	12	52	4	22	73
AZ	19	1	26,320	9	484	146	19	0	28	62	36	20	58	65	65	29	61	4	17	7	6	93	27	33	4	92	10
AR	41	1	9	13454	22	20	5	0	19	22	44	10	3	29	18	10	31	14	221	1	0	16	6	8	107	295	3
CA	237	22	1,956	71	235,856	831	278	3	396	332	395	223	308	455	368	170	124	31	403	61	137	1,273	327	171	54	230	127
CO	31	16	296	48	343	24,051	36	0	30	126	59	36	95	186	90	147	414	11	56	46	14	169	89	92	5	177	91
CT	31	3	67	1	119	115	14,681	95	230	263	138	8	4	102	91	19	12	17	56	221	182	2,894	73	30	5	42	28
DE	11	0	8	3	16	10	19	4,074	29	41	24	5	0	15	16	3	3	2	4	9	137	68	7	6	1	8	1
DC	21	0	7	0	31	9	42	19	2,339	54	75	7	0	22	8	7	2	4	21	5	262	91	7	6	28	15	1
FL	1,255	4	49	48	152	88	90	8	219	57,318	1,421	47	19	247	255	75	55	155	231	22	111	589	148	67	189	227	9
GA	1,473	0	26	14	82	54	32	3	129	530	49,857	28	20	96	93	25	20	77	161	7	28	167	47	16	151	58	15
HI	3	1	90	0	434	101	16	0	32	33	20	8,320	19	48	35	19	4	0	12	3	6	105	17	15	1	19	12
ID	0	12	68	2	58	48	5	0	4	16	10	17	7,738	14	10	19	16	3	4	8	3	19	8	18	15	25	81
IL	246	5	338	134	305	247	122	8	218	378	224	29	27	102,114	2,499	2,840	275	245	320	20	64	382	819	590	286	2,019	34
IN	85	0	53	22	51	50	19	0	65	152	94	22	13	893	37,023	76	45	.681	52	4	9	74	428	69	40	163	12
IA	7	2	43	24	38	55	11	0	14	38	16	11	10	412	104	27,737	127	6	9	4	7	54	57	405	4	619	7
KS	11	1	35	28	56	77	4	1	35	29	32	5	13	97	71	113	20,340	10	27	3	9	45	24	28	19	661	3
KY	83	0	20	13	24	23	12	0	28	115	79	5	7	119	479	8	17	24,091	18	3	10	57	25	9	68	82	8
LA	359	0	20	182	52	41	8	1	71	120	175	18	5	39	39	15	43	9	25,413	3	11	58	7	17	858	57	1
ME	10	4	14	8	27	33	158	4	31	82	32	5	6	25	17	7	1	8	11	5,893	22	877	25	17	4	10	9
MD	92	1	73	11	140	66	138	475	984	341	300	12	11	118	141	25	20	20	70	45	24,894	475	135	36	13	83	10
MA	29	4	103	5	220	141	1,165	26	353	375	165	16	2	138	116	15	4	16	80	601	193	42,892	113	58	10	55	25
MI	248	6	113	39	89	80	28	9	96	265	201	32	20	607	983	117	37	103	129	4	30	215	78,823	139	80	118	25
MN	18	11	104	15	155	143	39	2	58	64	30	14	12	232	174	1,014	104	13	23	18	22	158	187	29,384	7	99	108
MS	616	2	5	75	18	8	5	0	24	58	106	8	3	16	10	8	12	9	426	0	8	25	10	5	22,349	35	6
MO	92	4	66	327	115	96	27	0	74	107	125	8	25	711	324	454	812	115	135	5	15	114	49	67	88	29,861	9
MT	7	6	78	3	56	75	9	0	4	14	18	6	174	30	19	26	25	2	4	2	2	30	10	148	2	23	5,225
NE	9	6	33	18	36	116	3	0	18	44	14	1	10	90	51	527	310	5	13	5	1	35	14	128	5	418	13
NV	5	0	141	2	310	80	7	0	15	17	17	15	114	26	24	10	11	5	18	2	0	34	12	7	6	13	22
NH	4	2	22	3	40	42	143	5	46	134	19	10	2	35	14	6	6	5	10	235	15	1,447	18	15	3	9	22
NJ	73	3	194	10	209	102	928	922	581	666	287	16	4	214	274	28	31	43	102	109	1,243	1,964	271	38	19	92	26
NM	3	3	388	13	148	292	10	0	14	26	14	7	20	29	30	22	66	1	13	2	4	37	19	17	7	30	10
NY	167	7	286	18	365	180	1,720	385	878	1,052	591	42	18	335	381	74	33	68	199	202	1,290	4,171	616	85	19	157	20
NC	71	1	16	12	43	29	21	5	96	168	413	16	13	39	48	14	24	43	18	7	43	80	24	24	14	29	6
ND	5	4	10	1	11	28	4	0	6	9	3	3	5	15	3	28	22	3	1	0	2	11	4	986	1	21	36
OH	182	7	97	31	108	94	74	3	163	366	239	35	18	436	1,407	72	61	1,271	79	25	75	344	820	89	25	195	37
OK	22	1	26	297	62	84	6	0	29	33	48	6	12	37	39	24	433	8	80	3	5	43	17	13	13	361	2
OR	13	16	112	16	525	107	22	0	31	33	29	44	409	64	45	37	20	10	27	12	7	140	21	62	1	49	141
PA	75	5	95	15	164	82	239	733	503	487	292	19	27	180	412	35	40	69	65	64	1,350	816	206	51	19	81	24
RI	8	1	12	1	18	15	199	5	47	79	25	2	2	18	17	4	5	6	11	75	36	957	12	6	0	12	6
SC	106	1	9	6	12	16	8	0	64	187	709	4	7	30	27	6	13	19	40	0	27	46	9	8	13	18	6
SD	0	2	14	1	13	38	1	0	8	5	3	6	8	12	17	121	51	2	1	1	0	11	7	466	0	11	33
TN	680	1	19	143	49	45	18	1	44	125	414	9	10	91	163	14	15	654	133	3	28	78	31	25	523	125	15
TX	211	6	189	468	437	291	79	0	179	275	282	46	50	230	256	127	296	49	971	15	61	440	121	84	202	355	9
UT	0	2	62	10	77	72	9	0	9	13	7	40	479	25	12	11	17	5	3	1	2	45	15	9	0	15	10
VT	3	2	20	1	20	34	62	2	18	53	20	0	2	12	19	6	3	7	5	119	18	458	10	10	0	8	9
VA	149	3	65	24	110	82	66	54	412	314	337	26	42	92	148	25	37	146	61	32	340	308	57	20	35	54	19
WA	28	30	190	16	655	96	32	1	47	61	63	44	467	87	74	69	33	6	36	33	26	181	72	93	9	67	211
WV	18	0	6	7	9	8	7	1	21	31	34	10	2	18	37	2	6	227	13	2	197	36	15	1	3	11	0
WI	73	1	82	19	84	106	28	1	43	93	66	9	10	574	290	499	42	23	31	7	15	77	378	2,547	26	131	27
WY	1	2	24	3	23	78	3	0	2	8	5	6	75	9	9	21	23	4	2	2	3	7	6	19	0	18	76
US Territory	25	0	74	0	53	6	32	5	42	227	67	103	1	29	45	30	21	2	25	6	22	184	36	4	1	27	0
Foreign	316	55	435	464	6,302	229	505	69	808	3,022	653	747	156	619	626	563	271	240	237	105	426	2,463	924	470	91	303	84
Unknown	28	5	67	6	6,373	1,861	49	3	51	1,565	185	71	6	68	489	52	111	3	610	33	211	332	118	1,222	54	457	17
Total	41,542	1,761	32,753	16,178	258,646	31,001	21,259	6,921	9,706	70,891	58,991	10,309	10,646	110,396	48,059	35,229	24,641	28,983	30,897	8,102	31,647	65,768	83,697	38,448	25,862	38,544	6,819

Source: National Center for Education Statistics, Integrated Postsecondary Data System, Fall Enrollment Survey, 1994-95

Explanatory Notes: Includes all students migrating within the United States to public and independent, two-year and four-year institutions, excluding U.S. military/service schools. First-time, first-year students are all first-time freshmen enterin the institution with or without a GED or high school diploma and with any year of graduation. It includes students attending an institution in the state on a part- or full-time basis. State of residence is defined as the permanent address identified by the student at the time of application to the institution. It is not necessarily the state in which the student's high school is located.

Table 5 (continued)
Migration of First-Time, First-Year College Students in the United States, 1994-95

Sending State	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	US TER	Total
	Receiving State																									
AL	7	8	5	5	5	35	105	0	29	17	2	17	7	71	1	424	110	21	4	90	5	1	9	1	0	36,819
AK	7	36	6	2	23	29	16	19	25	11	187	16	3	7	10	9	59	61	10	11	106	1	7	12	0	2,972
AZ	30	66	9	6	172	66	16	4	64	31	44	45	16	4	5	19	175	252	5	33	62	0	28	14	0	28,881
AR	9	3	2	2	8	20	24	0	17	151	1	11	5	11	2	236	716	17	2	44	3	2	6	1	0	15,703
CA	128	904	117	123	168	1,022	236	18	453	140	1,365	479	229	40	26	172	866	1,275	86	338	840	36	148	71	1	254,122
CO	349	59	26	24	158	150	44	25	98	103	128	77	29	20	52	60	299	252	37	60	147	1	51	260	0	29,262
CT	12	14	816	150	17	1,870	340	4	216	7	32	997	772	155	2	58	60	38	375	424	18	40	38	3	1	25,588
DE	0	0	7	36	1	75	141	0	35	2	2	352	250	31	1	13	14	14	2	183	1	42	3	1	0	5,726
DC	4	2	10	21	1	84	164	0	42	2	1	114	26	15	1	13	19	0	9	228	6	13	11	2	0	3,869
FL	23	25	44	57	25	503	1,016	5	303	47	11	326	79	403	10	532	367	62	40	455	19	116	57	1	1	67,623
GA	9	16	17	25	10	156	666	0	170	27	14	91	32	880	5	755	185	48	9	333	6	22	29	5	0	56,719
HI	36	54	7	5	17	60	17	1	49	4	217	38	9	2	1	4	26	59	10	10	291	2	11	1	0	10,296
ID	6	19	4	3	8	11	16	6	15	10	312	17	2	1	5	4	24	736	2	14	283	1	8	22	0	9,751
IL	96	81	38	52	50	385	196	26	883	88	65	218	78	62	27	340	360	118	38	187	31	30	1,865	31	4	119,933
IN	19	16	7	14	11	83	92	10	1,003	41	8	83	31	60	3	264	119	36	7	89	5	14	128	17	0	42,455
IA	597	15	8	5	9	30	20	15	62	28	8	31	4	7	391	23	85	14	5	23	5	1	156	16	0	31,379
KS	138	8	9	2	10	59	28	3	54	167	7	39	10	9	7	22	217	51	5	30	13	4	35	8	0	22,712
KY	0	6	7	8	10	43	107	1	609	20	6	49	10	79	2	448	66	14	3	85	7	172	15	2	0	27,172
LA	8	17	4	8	20	58	84	2	36	65	6	24	5	41	1	143	794	20	5	104	4	2	14	1	0	29,088
ME	1	4	621	21	12	353	48	2	61	4	7	166	113	7	1	17	24	17	242	70	9	14	15	2	0	9,270
MD	5	4	67	143	22	722	933	0	359	25	14	1,479	154	258	2	124	110	66	64	1,544	10	469	57	9	0	35,349
MA	3	22	1,779	127	18	2,093	238	2	236	10	40	847	1,815	89	3	55	65	36	739	359	19	29	65	2	3	55,613
MI	18	43	28	19	25	258	147	9	1,333	60	12	184	296	55	9	186	181	54	17	169	12	22	504	21	0	84,298
MN	91	20	34	23	25	149	43	1,476	110	26	54	73	22	17	698	22	129	58	23	30	38	4	2,645	12	0	38,031
MS	3	4	3	3	2	11	42	1	15	25	2	6	7	23	3	284	157	4	0	37	2	1	2	1	0	24,485
MO	119	21	11	14	17	89	72	7	195	157	17	58	32	22	6	197	333	61	9	75	10	3	125	14	0	35,589
MT	21	14	2	1	14	14	11	352	21	15	78	14	2	5	67	9	30	53	5	14	200	1	13	240	0	7,194
NE	13,883	9	1	2	12	24	23	9	36	41	4	10	3	2	208	11	87	38	2	17	13	0	42	87	0	16,485
NV	11	4,746	3	1	18	16	12	13	17	8	81	11	7	2	11	3	42	385	4	8	50	1	4	11	0	6,378
NH	0	5	5,569	20	8	390	46	2	63	3	7	168	156	18	3	13	21	15	308	72	5	18	21	0	0	9,243
NJ	17	33	264	39,376	19	4,394	918	8	387	18	17	6,173	573	284	5	133	126	43	306	1,309	17	424	84	5	4	63,387
NM	19	44	4	8	12,059	674	18	1	28	56	33	16	234	5	4	15	522	78	19	13	34	1	11	15	0	15,136
NY	17	86	553	1,068	47	130,895	984	8	1,120	38	50	3,956	1,157	323	12	152	298	86	587	1,453	36	245	192	14	12	156,748
NC	4	8	11	22	6	107	39,256	2	245	18	6	90	29	508	1	222	79	41	16	561	6	20	6	1	0	42,580
ND	26	3	1	0	1	6	4	5,544	9	6	3	7	2	3	127	2	10	6	0	5	7	1	17	22	0	7,034
OH	5	33	31	46	25	599	301	5	75,746	32	20	1,342	56	202	3	368	148	71	35	319	21	672	127	16	0	86,676
OK	24	10	9	6	52	25	30	1	20	26,032	6	24	1	10	0	52	670	28	3	36	7	1	9	9	0	28,749
OR	14	59	8	14	23	106	30	13	59	15	18,209	53	27	9	4	31	68	223	10	33	892	6	38	13	0	21,949
PA	8	23	98	564	23	2,035	643	5	1,512	29	26	76,826	265	272	3	140	115	63	127	1,285	17	956	78	8	1	91,370
RI	2	3	173	27	4	231	53	0	32	1	3	102	5,524	15	0	7	16	2	86	68	0	10	5	1	0	7,943
SC	2	1	4	16	7	39	933	1	67	11	3	32	12	23,547	0	194	53	27	7	212	2	13	3	1	0	26,578
SD	236	8	4	0	13	7	2	233	5	16	7	3	1	1	4,543	4	20	8	1	1	6	1	12	60	0	6,024
TN	11	2	8	8	15	89	263	1	146	28	5	53	9	174		26,715	190	22	10	207	6	10	21	0	0	31,447
TX	70	60	44	64	413	380	224	9	163	869	52	192	56	89	16	340	114,927	259	34	299	55	16	62	29	2	124,453
UT	10	30	5	1	10	23	8	7	20	7	54	9	9	0	2	4	28	18,096	1	3	47	1	13	34	0	19,372
VT	2	1	284	10	7	385	49	1	53	2	16	98	69	15	4	4	17	13	2,603	31	5	10	5	4	0	4,609
VA	9	9	39	79	14	370	1,854	4	358	23	16	524	76	353	4	437	172	141	30	33,012	33	425	30	11	0	41,081
WA	24	35	18	14	21	172	37	9	99	24	1,120	81	29	14	10	34	111	355	16	48	60,346	3	43	20	0	65,410
WV	0	5	4	8	4	29	116	0	517	6	0	215	14	36	1	65	13	13	5	283	2	11,725	3	1	0	13,787
WI	44	16	13	9	19	92	47	50	174	16	19	48	18	16	31	60	80	42	11	46	22	4	39,109	14	1	45,283
WY	110	12	2	2	11	6	5	35	7	9	14	4	3	3	163	8	25	144	2	4	22	2	7	3,597	0	4,626
US Territory	4	3	16	222	7	102	76	0	47	562	19	124	30	1	0	10	69	9	2	36	35	2	31	0	28,482	30,956
Foreign	182	137	179	324	113	3,743	411	170	931	60	426	992	247	209	83	354	2,964	580	145	487	292	180	402	47	70	34,911
Unknown	143	79	540	253	55	1,162	141	3	106	132	465	978	0	47	21	59	705	158	11	379	4,394	9	56	24	811	24,878
Total	16,616	6,939	11,373	43,063	13,864	155,887	51,346	8,122	88,544	29,627	23,321	98,488	12,645	28,577	6,600	34,180	127,177	24,383	6,132	45,272	68,613	15,928	46,479	4,814	30,573	2,146,259

Note To calculate the percent of first-time freshmen enrolled in a state who ar nonresidents (1) subtract the number of students from the state that are residents from the total number of students enrolled in the receiving state This gives you the total number of nonresidents (2) divide the total number of nonresidents by the total number of students enrolled in the receiving state

To calculate the percent of first-time freshmen who are residents of a state enrolled outside of that state (1) subtract the number enrolled in the state who are residents of that state from the total number of students from that state enrolled anywhere This gives you the total number of residents enrolled outside the state (2) divide the total number of students enrolled outside their homne state by the total number of students from the sending state

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Table 6
Public High School Graduates by Race and Ethnicity, 1985-86 through 1994-95

	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Alaska*										
African American	180	187	194	185	205	206	199	216	253	287
American Indian	1,210	1,261	1,308	1,040	941	947	954	936	982	1,017
Asian	146	151	158	192	186	217	213	229	258	261
Latino	66	69	71	97	97	101	92	95	101	121
Arizona*										
African American	887	1,132	1,183	1,221	1,209	1,262	1,285	1,285	1,332	1,372
American Indian	1,740	1,856	1,840	1,914	1,905	2,032	2,036	2,055	2,197	2,416
Asian	358	434	507	573	632	648	624	603	668	702
Latino	4,314	4,846	5,255	5,768	5,952	6,275	6,574	6,838	7,133	7,640
California										
African American	18,387	18,809	19,247	18,485	16,682	15,991	16,198	16,951	17,060	17,801
American Indian	1,658	1,729	1,872	1,929	1,825	1,869	1,916	1,970	1,899	2,105
Asian	24,011	25,839	29,711	29,906	31,923	33,244	34,640	36,489	38,293	39,696
Latino	43,556	45,872	48,312	51,712	52,836	57,160	62,901	69,331	72,410	77,027
Colorado										
African American	1,197	1,239	1,426	1,507	1,387	1,391	1,277	1,396	1,414	1,484
American Indian	150	164	185	203	200	191	204	227	211	244
Asian	649	714	787	791	874	850	891	880	887	836
Latino	3,369	3,584	4,102	4,116	4,016	4,056	3,950	4,146	4,092	4,151
Hawaii										
African American	104	107	138	152	139	180	172	190	195	218
American Indian	18	18	23	21	18	25	22	34	27	35
Asian	7,619	7,977	8,101	7,943	7,404	7,374	7,309	7,473	7,919	8,069
Latino	151	176	198	214	190	218	207	197	206	218
Idaho										
African American	22	23	23	23	23	22	23	23	24	25
American Indian	109	110	112	114	109	107	113	114	116	119
Asian	131	133	135	136	132	130	136	137	140	144
Latino	407	413	419	422	409	402	423	423	432	448
Montana*										
African American	32	33	34	34	31	29	30	31	30	31
American Indian	304	314	322	326	295	280	281	292	289	296
Asian	67	70	71	72	65	63	62	64	64	66
Latino	61	62	64	65	59	56	56	58	57	59
Nevada										
African American	685	804	718	752	708	705	724	745	785	852
American Indian	132	155	126	151	133	133	136	140	148	161
Asian	278	303	360	396	364	362	372	383	404	438
Latino	424	400	480	618	529	526	541	558	586	636
New Mexico*										
African American	282	312	304	315	315	321	330	337	333	346
American Indian	1,353	1,375	1,469	1,489	1,293	1,318	1,357	1,388	1,369	1,423
Asian	143	150	183	178	180	195	215	233	242	266
Latino	6,160	6,107	6,189	6,126	5,847	5,961	6,138	6,277	6,191	6,435
North Dakota*										
African American	26	27	29	28	26	26	25	25	25	26
American Indian	338	347	374	358	341	337	327	330	329	342
Asian	43	44	48	45	44	43	42	42	42	43
Latino	78	80	86	83	79	78	75	76	76	79
Oregon*										
African American	405	484	528	527	477	491	511	536	489	547
American Indian	400	448	435	398	416	378	428	411	431	438
Asian	799	820	906	815	921	961	983	952	930	888
Latino	594	614	609	718	751	803	899	983	1,055	1,112
South Dakota*										
African American	14	14	15	14	14	13	13	13	14	14
American Indian	310	318	331	322	309	284	287	302	310	321
Asian	25	25	26	26	24	23	23	24	25	26
Latino	26	28	29	28	27	25	25	27	26	28

Table 6 (continued)
Public High School Graduates by Race and Ethnicity, 1985-86 through 1994-95

	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Utah*										
African American	75	96	103	150	92	108	112	115	124	131
American Indian	261	266	265	272	270	286	298	305	331	346
Asian	330	377	410	416	470	516	558	595	670	724
Latino	566	617	698	654	600	666	693	710	770	807
Washington										
African American	1,285	1,242	1,429	1,445	1,284	1,268	1,291	1,346	1,393	1,585
American Indian	842	750	812	850	836	812	825	857	856	909
Asian	2,184	2,219	2,659	2,936	2,891	3,039	3,117	3,184	3,117	3,307
Latino	1,293	1,206	1,283	1,411	1,515	1,578	1,771	1,992	2,112	2,410
Wyoming*										
African American	34	36	37	36	35	34	34	34	32	34
American Indian	62	66	68	68	64	62	62	62	60	62
Asian	23	24	25	25	23	23	22	23	22	23
Latino	288	307	318	314	297	289	290	289	279	288
WICHE Total										
African American	23,615	24,545	25,408	24,874	22,627	22,047	22,224	23,243	23,503	24,753
American Indian	8,887	9,177	9,542	9,455	8,955	9,061	9,246	9,423	9,555	10,234
Asian	36,806	39,280	44,087	44,450	46,133	47,688	49,207	51,311	53,681	55,489
Latino	61,353	64,381	68,113	72,346	73,204	78,194	84,635	92,000	95,526	101,459

*Historical high school graduate data for one or more years are estimates.

Source: The Road to College: Educational Progress by Race and Ethnicity. Boulder, CO: Western Interstate Commission for Higher Education, 1991.

Explanatory Notes: Includes data for public schools only. Data from 1989-90 forward are projections. The definition of a "high school graduate" varies by state. For more detailed explanations of the data for each state, refer to the explanatory notes for each state in the source publication. The last year of historical data is 1988-89 and the following years are projections.

Table 7
Total Enrollment in Institutions of Higher Education by Race and Ethnicity
Fall 1990, 1992, and 1994

		1990	1992	1994
Alaska	Total	29,833	30,902	28,798
	African-American	1,079	1,143	1,087
	American Indian	2,648	2,852	2,635
	Asian	740	799	852
	Latino	634	730	706
	White	24,264	24,682	22,932
	Foreign	468	696	586
Arizona	Total	264,735	275,599	274,932
	African-American	7,585	8,616	8,629
	American Indian	8,845	9,244	10,307
	Asian	6,116	7,065	8,287
	Latino	29,618	34,443	36,904
	White	205,676	208,688	203,407
	Foreign	6,895	7,543	7,398
California	Total	1,769,997	1,977,249	1,835,791
	African-American	114,787	139,665	137,663
	American Indian	20,999	21,919	20,949
	Asian	215,407	287,194	308,002
	Latino	222,724	315,261	343,408
	White	1,130,301	1,115,374	941,020
	Foreign	65,779	97,836	84,749
Colorado	Total	227,131	240,163	241,295
	African-American	6,646	7,755	7,907
	American Indian	2,279	2,641	2,861
	Asian	5,275	6,616	7,671
	Latino	17,078	20,063	21,414
	White	191,283	197,648	195,440
	Foreign	4,570	5,440	6,002
Hawaii	Total	53,772	61,162	64,322
	African-American	1,457	1,446	1,596
	American Indian	162	225	291
	Asian	31,356	36,112	38,066
	Latino	1,002	1,229	1,552
	White	16,132	17,075	17,278
	Foreign	3,663	5,075	5,539
Idaho	Total	51,881	57,798	60,393
	African-American	310	333	390
	American Indian	485	630	860
	Asian	706	833	810
	Latino	1,004	1,305	1,541
	White	48,024	52,914	55,313
	Foreign	1,352	1,783	1,479
Montana	Total	35,876	39,644	40,095
	African-American	114	133	140
	American Indian	2,427	4,240	3,569
	Asian	120	214	313
	Latino	280	371	457
	White	32,200	33,501	34,481
	Foreign	735	1,185	1,135
Nevada	Total	61,728	63,877	64,085
	African-American	2,931	3,222	3,240
	American Indian	1,043	995	1,020
	Asian	2,559	3,338	3,486
	Latino	3,408	4,104	4,338
	White	50,910	50,783	50,026
	Foreign	877	1,435	1,975
New Mexico	Total	85,596	99,276	101,881
	African-American	2,176	2,933	2,530
	American Indian	4,596	5,675	7,066
	Asian	1,125	1,462	1,577
	Latino	23,635	28,577	30,661
	White	52,573	58,534	58,219
	Foreign	1,491	2,095	1,828
North Dakota	Total	37,878	40,470	40,184
	African-American	246	311	324
	American Indian	1,616	2,019	2,110
	Asian	285	281	341
	Latino	195	213	228
	White	34,380	35,923	35,474
	Foreign	1,156	1,723	1,707

Table 7 (continued)
Total Enrollment in Institutions of Higher Education by Race and Ethnicity
Fall 1990, 1992, and 1994

		1990	1992	1994
Oregon	Total	166,641	167,415	164,447
	African-American	2,153	2,651	2,675
	American Indian	1,694	2,184	2,400
	Asian	6,321	8,285	8,959
	Latino	2,990	4,033	5,225
	White	145,797	143,921	138,508
	Foreign	7,686	6,341	6,680
South Dakota	Total	34,208	37,596	37,764
	African-American	250	290	290
	American Indian	1,912	2,063	2,389
	Asian	198	270	299
	Latino	94	146	176
	White	31,106	33,998	33,726
	Foreign	648	829	884
Utah	Total	121,303	133,083	146,196
	African-American	661	766	857
	American Indian	1,322	1,301	1,500
	Asian	2,243	2,489	3,055
	Latino	2,233	2,905	3,667
	White	110,150	119,979	131,617
	Foreign	4,694	5,643	5,500
Washington	Total	263,278	276,484	284,662
	African-American	7,361	9,350	10,264
	American Indian	3,854	4,435	5,175
	Asian	15,424	18,701	21,385
	Latino	6,122	7,528	9,709
	White	225,213	230,176	228,671
	Foreign	5,304	6,294	9,458
Wyoming	Total	31,326	31,548	30,682
	African-American	284	371	258
	American Indian	444	454	447
	Asian	184	268	245
	Latino	905	1,150	1,134
	White	28,952	28,691	28,074
	Foreign	557	614	524
WICHE w/CA	Total	3,235,183	3,532,266	3,415,527
	African-American	148,040	178,985	177,850
	American Indian	54,326	60,877	63,579
	Asian	288,059	373,927	403,348
	Latino	311,922	422,058	461,120
	White	2,326,961	2,351,887	2,174,186
	Foreign	105,875	144,532	135,444
WICHE w/o CA	Total	1,465,186	1,555,017	1,579,736
	African-American	33,253	39,320	40,187
	American Indian	33,327	38,958	42,630
	Asian	72,652	86,733	95,346
	Latino	89,198	106,797	117,712
	White	1,196,660	1,236,513	1,233,166
	Foreign	40,096	46,696	50,695
U.S.	Total	13,819,000	14,491,000	1,429,000
	African-American	1,247,000	1,393,000	1,449,000
	American Indian	103,000	119,000	127,000
	Asian	572,000	697,000	774,000
	Latino	782,000	954,000	1,046,000
	White	10,722,000	10,870,000	10,427,000
	Foreign	391,000	458,000	456,000

Source: National Center for Education Statistics, Integrated Postsecondary Data System, Fall Enrollment Survey for 1990, 1992, and 1994 as reported in The Chronicle of Higher Education (May 24, 1996), and The Chronicle of Higher Education, The Almanac of Higher Education (1992 and 1994).

Explanatory Notes: Includes total undergraduate, graduate and professional enrollment at public and independent, two- and four-year institutions. Does not include U.S. service schools. Foreign students are nonresident aliens studying in the United States on a temporary basis.

Regional Indicator 10; State Indicator 9

Table 8
Undergraduate Full-Time Equivalent Enrollments in Institutions of Higher Education by Sector, 1995-96

	Public Two-Year Institutions		Public Four-Year Institutions		All Independent Institutions	
	FTE	Percent	FTE	Percent	FTE	Percent
Alaska	325	1.97%	15,697	95.31%	448	2.72%
Arizona	78,741	49.53%	64,211	40.39%	16,036	10.09%
California	561,152	54.49%	458,945	44.56%	9,804	0.95%
Colorado	44,092	26.66%	112,784	68.19%	8,532	5.16%
Hawaii	16,184	41.26%	14,559	37.12%	8,480	21.62%
Idaho	5,256	12.34%	27,383	64.29%	9,955	23.37%
Montana	3,263	10.11%	25,054	77.59%	3,972	12.30%
Nevada	15,116	45.67%	17,426	52.65%	553	1.67%
New Mexico	24,968	43.29%	30,368	52.66%	2,335	4.05%
North Dakota	6,784	20.66%	22,844	69.57%	3,207	9.77%
Oregon	42,732	42.50%	42,893	42.66%	14,924	14.84%
South Dakota	--	--	21,813	81.95%	4,805	18.05%
Utah	18,867	18.26%	54,559	52.80%	29,912	28.95%
Washington	101,003	53.56%	64,870	34.40%	22,713	12.04%
Wyoming	11,707	57.17%	8,013	39.13%	756	3.69%
WICHE w/CA	930,190	45.42%	981,418	47.92%	136,433	6.66%
WICHE w/o CA	369,038	36.25%	522,473	51.32%	126,629	12.44%

Percent of Undergraduate Enrollments by Attendance Status

	Public Two-Year Institutions		Public Four-Year Institutions		All Independent Institutions		Total All Institutions	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Alaska	10.0%	90.0%	40.3%	59.7%	67.0%	33.0%	40.0%	60.0%
Arizona	24.9%	75.1%	77.9%	22.1%	89.0%	11.0%	45.3%	54.7%
California	28.4%	71.6%	80.4%	19.6%	21.9%	78.1%	45.2%	54.8%
Colorado	28.1%	71.9%	77.6%	22.4%	53.0%	47.0%	58.0%	42.0%
Hawaii	40.4%	59.6%	80.0%	20.0%	63.0%	37.0%	57.1%	42.9%
Idaho	54.6%	45.4%	70.0%	30.0%	96.3%	3.7%	72.9%	27.1%
Montana	62.6%	37.4%	84.2%	15.8%	67.9%	32.1%	79.5%	20.5%
Nevada	13.2%	86.8%	60.2%	39.8%	61.0%	39.0%	32.3%	67.7%
New Mexico	31.4%	68.6%	72.7%	27.3%	76.9%	23.1%	50.7%	49.3%
North Dakota	71.0%	29.0%	85.4%	14.6%	96.1%	3.9%	83.1%	16.9%
Oregon	29.6%	70.4%	80.0%	20.0%	83.7%	16.3%	52.7%	47.3%
South Dakota	--	--	78.6%	21.4%	74.0%	26.0%	77.7%	22.3%
Utah	44.7%	55.3%	65.1%	34.9%	91.8%	8.2%	66.9%	33.1%
Washington	46.3%	53.7%	86.4%	13.6%	82.3%	17.7%	61.2%	38.8%
Wyoming	45.7%	54.3%	86.5%	13.5%	100.0%	0.0%	60.0%	40.0%
WICHE w/CA	30.6%	69.4%	77.7%	22.3%	74.2%	25.8%	50.7%	49.3%
WICHE w/o CA	34.1%	65.9%	75.3%	24.7%	81.6%	18.4%	56.9%	43.1%

Table 8 (Continued)
Undergraduate Enrollments by Attendance Status

	Public Two-Year Institutions			Public Four-Year Institutions			All Independent Institutions			Total Institutions		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full	Part	Total
Alaska	81	731	812	10,512	15,554	26,066	385	190	575	10,978	16,475	27,453
Arizona	39,265	118,427	157,692	58,668	16,628	75,296	15,399	1,911	17,310	113,332	136,966	250,298
California	304,763	769,167	1,073,930	424,509	103,307	527,816	4,486	15,955	20,441	733,758	888,429	1,622,187
Colorado	23,810	60,846	84,656	102,875	29,727	132,602	6,584	5,843	12,427	133,269	96,416	229,685
Hawaii	10,850	16,003	26,853	13,439	3,359	16,798	7,090	4,171	11,261	31,379	23,533	54,912
Idaho	4,116	3,421	7,537	23,954	10,286	34,240	9,829	377	10,206	37,899	14,084	51,983
Montana	2,722	1,623	4,345	23,582	4,415	27,997	3,431	1,624	5,055	29,735	7,662	37,397
Nevada	4,748	31,104	35,852	14,275	9,454	23,729	456	291	747	19,479	40,849	60,328
New Mexico	14,446	31,565	46,011	26,984	10,152	37,136	2,123	636	2,759	43,553	42,353	85,906
North Dakota	5,970	2,443	8,413	21,610	3,702	25,312	3,165	127	3,292	30,745	6,272	37,017
Oregon	23,817	56,744	80,561	39,596	9,892	49,488	14,013	2,732	16,745	77,426	69,368	146,794
South Dakota	--	--	--	19,994	5,457	25,451	4,301	1,513	5,814	24,295	6,970	31,265
Utah	13,352	16,546	29,898	46,285	24,823	71,108	29,052	2,580	31,632	88,689	43,949	132,638
Washington	72,872	84,392	157,264	61,624	9,738	71,362	21,191	4,567	25,758	155,687	98,697	254,384
Wyoming	8,381	9,978	18,359	7,617	1,188	8,805	756	0	756	16,754	11,166	27,920
WICHE w/CA	529,193	1,202,990	1,732,183	895,524	257,682	1,153,206	122,261	42,517	164,778	1,546,978	1,503,189	3,050,167
WICHE w/o CA	224,430	433,823	658,253	471,015	154,375	625,390	117,775	26,562	144,337	813,220	614,760	1,427,980

Sources: Western Interstate Commission for Higher Education, 1996

Explanatory Notes: Data are preliminary, unaudited data collected from state higher education offices in Spring 1996 and may not be comparabler with earlier years. They include enrollments in institutions of higher education including U.S. Service Schools. California independent institutions include the 72 members fo the Association of Independent California Colleges and Universities. With the exception of Prince William Sound Community College, the two-year programs in Alaska became part of the University of Alaska System in 1989. There are no public two-year institutions in South Dakota.

Regional Indicator 11 and 12; State Indicator 11

Table 9
Undergraduate Full-Time-Equivalent Enrollments in Institutions of Higher Education by Sector, 1990-91 and 1994-95

	Public Two-Year Institutions		Public Baccalaureate/ Master's Institutions		Public Research/ Doctoral Institutions		All Independent Institutions	
	1990-91	1994-95	1990-91	1994-95	1990-91	1994-95	1990-91	1994-95
Alaska	0.69%	1.44%	64.66%	64.97%	27.17%	29.03%	7.48%	4.56%
Arizona	50.66%	50.16%	—	---	42.61%	40.76%	6.73%	9.09%
California	54.65%	55.57%	19.85%	18.88%	14.43%	13.08%	11.07%	12.46%
Colorado	26.69%	28.09%	22.68%	22.21%	39.16%	37.72%	11.47%	11.97%
Hawaii	35.01%	42.18%	9.22%	6.92%	32.83%	29.92%	22.94%	20.98%
Idaho	10.74%	12.21%	28.15%	28.01%	35.13%	36.18%	25.99%	23.60%
Montana	9.65%	10.46%	22.99%	21.05%	56.63%	55.68%	10.72%	12.80%
Nevada	43.01%	43.16%	34.63%	32.95%	21.10%	22.29%	1.26%	1.61%
New Mexico	38.20%	42.72%	11.34%	10.67%	47.49%	40.71%	2.97%	5.90%
North Dakota	19.55%	20.37%	20.21%	19.25%	51.38%	50.54%	8.85%	9.84%
Oregon	43.03%	44.98%	8.65%	9.12%	34.18%	31.18%	14.14%	14.72%
South Dakota	---	---	52.22%	56.57%	22.68%	22.82%	25.10%	20.60%
Utah	21.78%	19.78%	15.39%	15.66%	30.00%	31.39%	32.84%	33.16%
Washington	50.66%	53.67%	14.67%	14.23%	21.29%	19.54%	13.37%	12.56%
Wyoming	53.54%	56.07%	0.00%	0.00%	42.95%	40.62%	3.52%	3.31%
WICHE w/CA	45.59%	46.67%	17.83%	17.27%	24.31%	22.86%	12.27%	13.20%
WICHE w/o CA	35.96%	37.23%	15.69%	15.57%	34.81%	33.22%	13.54%	13.98%

	Public Two-Year Institutions		Public Baccalaureate/ Master's Institutions		Public Research/ Doctoral Institutions		All Independent Institutions	
	1990-91	1994-95	1990-91	1994-95	1990-91	1994-95	1990-91	1994-95
Alaska	115	243	10,713	10,944	4,501	4,889	1,240	768
Arizona	74,446	75,991	--	--	62,624	61,745	9,884	13,764
California	529,979	573,721	192,500	194,917	139,976	135,081	107,401	128,670
Colorado	36,352	39,972	30,892	31,606	53,329	53,670	15,614	17,035
Hawaii	12,023	16,651	3,166	2,732	11,276	11,811	7,879	8,283
Idaho	3,962	5,210	10,385	11,957	12,962	15,443	9,589	10,076
Montana	2,638	3,289	6,282	6,620	15,474	17,509	2,930	4,026
Nevada	12,987	13,789	10,458	10,528	6,373	7,121	379	514
New Mexico	19,611	25,049	5,819	6,257	24,381	23,870	1,524	3,461
North Dakota	6,086	6,637	6,291	6,273	15,994	16,470	2,755	3,207
Oregon	43,983	44,627	8,841	9,047	34,942	30,935	14,452	14,609
South Dakota	--	--	12,087	14,198	5,250	5,728	5,810	5,171
Utah	18,465	18,415	13,046	14,581	25,434	29,220	27,849	30,865
Washington	86,918	101,288	25,176	26,849	36,534	36,872	22,945	23,698
Wyoming	10,697	11,295	--	--	8,581	8,182	703	667
WICHE w/CA	858,147	936,177	335,656	346,509	457,631	458,546	230,954	264,814
WICHE w/o CA	328,168	362,456	143,156	151,592	317,655	323,465	123,553	136,144

Sources: National Center for Education Statistics, Integrated Postsecondary Data System (IPEDS), Fall Enrollment Survey 1992 and 1994.

Explanatory Notes: Sectors are classified according to the 1992 Carnegie Classification of Higher Education Institutions. With the exception of Prince William Sound Community College, the two-year programs in Alaska became part of the University of Alaska System in 1989. No 1988 data are shown for Alaska to avoid comparison of unlike information. There are no public two-year institutions in South Dakota. There are no public baccalaureate or master's institutions in Wyoming or Arizona.

Regional Indicator 13; State Indicator 10

Table 10
Degrees Per 100 Public High School Graduates

All Institutions, 1993-94

	High School Graduates 1990	Associate Degrees	Associate Degrees Per 100 Graduates	Baccalaureate Degrees	Baccalaureate Degrees Per 100 Graduates
Alaska	5,481	1,002	18.28	1,396	25.47
Arizona	33,980	6,796	20.00	16,093	47.36
California	259,228	56,417	21.76	111,848	43.15
Colorado	34,406	6,746	19.61	19,973	58.05
Hawaii	11,908	2,391	20.08	4,314	36.23
Idaho	12,402	4,068	32.80	4,203	33.89
Montana	9,815	1,031	10.50	4,357	44.39
Nevada	9,803	1,295	13.21	3,276	33.42
New Mexico	16,129	3,065	19.00	6,118	37.93
North Dakota	8,174	1,718	21.02	4,558	55.76
Oregon	27,080	5,986	22.10	13,272	49.01
South Dakota	8,309	873	10.51	4,164	50.11
Utah	22,858	5,318	23.27	14,191	62.08
Washington	48,215	18,365	38.09	21,321	44.22
Wyoming	5,855	1,862	31.80	1,794	30.64
WICHE w/CA	513,643	116,933	22.77	230,878	44.95
WICHE w/o CA	254,415	60,516	23.79	119,030	46.79
U.S.	2,578,531	542,449	21.04	1,169,275	45.35

Public Institutions, 1993-94

	High School Graduates 1990	Associate Degrees	Associate Degrees Per 100 Graduates	Baccalaureate Degrees	Baccalaureate Degrees Per 100 Graduates
Alaska	5,481	855	15.60	1,292	23.57
Arizona	33,980	5,779	17.01	13,748	40.46
California	259,228	50,416	19.45	86,225	33.26
Colorado	34,406	4,981	14.48	16,889	49.09
Hawaii	11,908	2,022	16.98	2,991	25.12
Idaho	12,402	1,250	10.08	3,795	30.60
Montana	9,815	848	8.64	3,877	39.50
Nevada	9,803	1,263	12.88	3,220	32.85
New Mexico	16,129	2,868	17.78	5,581	34.60
North Dakota	8,174	1,642	20.09	3,885	47.53
Oregon	27,080	5,669	20.93	9,507	35.11
South Dakota	8,309	536	6.45	3,331	40.09
Utah	22,858	4,843	21.19	7,438	32.54
Washington	48,215	17,410	36.11	16,386	33.99
Wyoming	5,855	1,638	27.98	1,794	30.64
WICHE w/CA	513,643	102,020	19.86	179,959	35.04
WICHE w/o CA	254,415	51,604	20.28	93,734	36.84
U.S.	2,578,531	456,190	17.69	789,148	30.60

Sources: Western Interstate Commission for Higher Education, High School Graduates, Projections by State 1992-2009, 1993; National Center for Education Statistics, Integrated Postsecondary Data System Completions Survey, 1993.

Explanatory Notes: High School graduates are those who graduated during the 1989-90 school year from public schools only. The definition of a "high school graduate" varies by state. For more detailed explanations of the data for each state, refer to the explanatory notes for each state in the source publication. Completions include degrees conferred by public and independent, two- and four-year higher education institutions unless otherwise indicated.

Regional Indicators 14, 15; State Indicator 12

Table 11

Resident and Nonresident Undergraduate Tuition and Fees at Public Four-Year Institutions in the WICHE Region: State Avgs., 1995-96 and One-, Five-, and Ten-Year Percent Change

Resident Undergraduate

Simple Average by State	1995-96	1994-95	1990-91	1985-86	Percent Change 1994-95 to 1995-96	1990-91 to 1995-96	1985-86 to 1995-96
ALASKA	2,478	2,040	1,385	947	21.5%	78.9%	161.8%
ARIZONA	1,950	1,894	1,540	990	3.0%	26.6%	97.0%
CALIFORNIA	2,544	2,537	1,213	885	0.3%	109.7%	187.5%
COLORADO*	2,394	2,294	1,871	1,251	4.4%	27.9%	91.4%
HAWAII	1,327	1,266	1,122	777	4.8%	18.2%	70.9%
IDAHO	1,581	1,510	1,153	1,029	4.7%	37.1%	53.6%
MONTANA	2,284	2,117	1,351	971	7.9%	69.1%	135.2%
NEVADA	1,830	1,740	1,380	1,080	5.2%	32.6%	69.4%
NEW MEXICO	1,815	1,744	1,292	769	4.1%	40.5%	135.9%
NORTH DAKOTA	2,061	2,061	1,786	1,064	0.0%	15.4%	93.7%
OREGON	3,225	3,063	2,000	1,511	5.3%	61.2%	113.5%
SOUTH DAKOTA	2,527	2,383	1,766	1,354	6.0%	43.1%	86.6%
UTAH	2,033	1,961	1,558	1,055	3.7%	30.5%	92.7%
WASHINGTON	2,569	2,473	1,725	1,343	3.9%	48.9%	91.3%
WYOMING	2,005	1,908	1,148	721	5.1%	74.7%	178.1%
WICHE AVERAGE* (101)	2,383	2,300	1,511	1,084	3.6%	57.8%	119.8%
U.S. Average	2,877	2,689	1,888	1,318	7.0%	52.4%	118.3%

*Note: Simple averages do not include University of Colorado Health Sciences Center, which has separate rates for each field.

Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96 and The College Board, 1995.

Nonresident Undergraduate

Simple Average by State	1995-96	1994-95	1990-91	1985-86	Percent Change 1994-95 to 1995-96	1990-91 to 1995-96	1985-86 to 1995-96
ALASKA	6,798	5,524	3,829	2,387	23.1%	77.5%	184.8%
ARIZONA	7,707	7,249	6,336	3,644	6.3%	21.6%	111.5%
CALIFORNIA	10,017	9,970	7,349	4,608	0.5%	36.3%	117.4%
COLORADO*	8,521	8,137	5,906	4,119	4.7%	44.3%	106.9%
HAWAII	4,081	3,852	3,252	2,740	5.9%	25.5%	48.9%
IDAHO	6,750	5,712	3,213	2,954	18.2%	110.1%	128.5%
MONTANA	6,380	6,009	3,229	2,555	6.2%	97.6%	149.7%
NEVADA	6,730	6,490	4,680	3,280	3.7%	43.8%	105.2%
NEW MEXICO	6,389	6,056	4,642	2,673	5.5%	37.6%	139.0%
NORTH DAKOTA	5,135	5,134	4,463	1,987	0.0%	15.0%	158.4%
OREGON	8,817	8,227	5,129	3,778	7.2%	71.9%	133.4%
SOUTH DAKOTA	5,026	4,516	2,942	2,494	11.3%	70.8%	101.5%
UTAH	6,230	6,143	4,265	2,932	1.4%	46.1%	112.5%
WASHINGTON	8,369	8,049	5,577	4,291	4.0%	50.1%	95.0%
WYOMING	6,403	5,988	3,568	2,231	6.9%	79.5%	187.0%
WICHE AVERAGE* (101)	7,893	7,568	5,397	3,636	4.3%	46.2%	117.1%
U.S. Average**	7,195	6,681	4,814	--	7.7%	49.5%	--

*Note: Simple averages do not include University of Colorado Health Sciences Center, which has separate rates for each field.

**U.S. average for out-of-state students are not available prior to 1989.

Source: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, 1995-96; National Center for Education Statistics, 1985-86, 1990-91, 1994-95, and 1995-96; and The College Board, 1995.

Regional Indicator 16; State Indicators 13, 14

Table 12

RESIDENT IN-DISTRICT/COUNTY TUITION AND FEES AT PUBLIC TWO-YEAR INSTITUTIONS IN THE WICHE REGION: STATE AVERAGES, 1995-96, 1994-95, 1990-91, and 1985-86.

State Averages (Number of Institutions)	1995-96	1994-95	1990-91	1985-86	Percent Change 1994-95 to 1995-96	Percent Change 1990-91 to 1995-96	Percent Change 1985-86 to 1995-96
Alaska (1)	2,120	1,320	1,054	620	60.6%	101.1%	241.9%
Arizona (17)	852	806	626	438	5.7%	36.2%	94.5%
California (107)*	390	390	100	—	0.0%	290.0%	---
Colorado (15)	1,248	1,213	927	686	3.0%	34.6%	81.9%
Hawaii (7)	524	500	420	243	4.8%	24.8%	115.3%
Idaho (2)	990	990	802	728	0.0%	23.4%	36.0%
Montana (3)	1,368	1,331	822	479	2.8%	66.5%	185.7%
Nevada (4)	1,005	915	720	619	9.8%	39.6%	62.4%
New Mexico (17)	630	627	486	303	0.5%	29.7%	107.8%
North Dakota (5)	1,754	1,738	1,616	1,018	0.9%	8.5%	72.4%
Oregon (16)*	1,467	1,380	804	616	6.3%	---	---
Utah (5)	1,340	1,305	1,120	815	2.7%	19.7%	64.4%
Washington (27)	1,362	1,302	867	694	4.6%	57.1%	96.2%
Wyoming (7)	970	886	643	416	9.5%	50.9%	133.3%
WICHE Average w/CA	1,080	1,033	777	564	4.6%	39.0%	91.4%
U.S. Average	1,254	1,194	824	641	5.0%	52.2%	95.6%

*Due to changes in data collection in Oregon, data from 1992-93 forward are not comparable to earlier years. The California average does not apply to students who have a baccalaureate degree or higher. These students pay $50 per credit unit.

**Simple average of charges at all two-year institutions. California and Oregon institutions are excluded. South Dakota has no two-year, state-supported institutions.

***The figures listed here supercede data presented in earlier publications.

Source: Western Interstate Commission for Higher Edcation, Tuition and Fees in Public Higher Education in the West, 1995-96

Regional Indicator 17; State Indicator 15

Table 13
Ratio of Tuition and Fees to Per Capita Disposable Income Public Institutions[1], 1995-96, 1990-91 and 1985-86

	Two-Year Institutions[2]			Baccalaureate/Master's Institutions			Research/Doctoral Institutions		
	1995-96	1990-91	1985-86	1995-96	1990-91	1985-86	1995-96	1990-91	1985-86
Alaska	7.7	6.0	4.0	10.8	7.1	5.6	14.1	9.4	6.9
Arizona	5.1	4.6	4.0	--	–	–	11.6	11.3	9.1
California	2.0	0.6	0.0	9.7	5.5	4.9	20.1	10.3	9.3
Colorado	6.5	6.0	5.4	10.3	9.8	8.6	15.8	15.3	13.3
Hawaii	2.5	2.7	2.0	5.7	6.5	5.9	7.9	8.5	7.6
Idaho	6.0	6.3	7.5	9.6	9.0	10.7	9.7	9.2	10.6
Montana	8.7	6.7	4.9	14.2	10.6	9.4	15.3	11.6	11.1
Nevada	4.8	4.4	5.0	8.8	8.5	8.8	8.8	8.5	8.8
New Mexico	4.3	4.1	3.2	10.0	9.5	7.0	13.4	12.3	9.5
North Dakota	10.5	13.2	9.5	11.4	13.6	9.6	14.2	16.7	10.6
Oregon	8.4	–	–	16.9	13.0	13.3	18.9	13.9	13.6
South Dakota	--	–	–	13.9	13.4	13.3	14.9	14.7	14.4
Utah	9.0	9.6	8.9	12.2	11.8	10.2	15.1	15.0	12.8
Washington	6.8	5.6	5.6	11.8	10.4	9.9	15.2	12.6	13.0
Wyoming	5.3	4.8	3.7	--	–	–	11.0	8.6	6.5
WICHE w/CA [3]	4.1	4.1	4.2	11.1	9.1	8.2	15.9	12.4	11.0
WICHE w/o CA [3]	6.0	5.6	5.0	11.5	11.1	10.0	13.8	12.6	11.1

Average Tuition and Fees, Public Institutions

	Two-Year Institutions			Baccalaureate/Master's Institutions			Doctoral/Research Institutions		
State	1995-96	1990-91	1985-86	1995-96	1990-91	1985-86	1995-96	1990-91	1985-86
Alaska	1,610 *	1,054	620	2,254	1,248	881	2,926	1,660	1,078
Arizona	855 *	626	438	--	--	--	1,950	1,540	990
California	390	100	---	1,886	918	667	3,916	1,734	1,260
Colorado	1,230 *	927	686	1,960	1,517	1,099	3,002	2,367	1,694
Hawaii	524	420	243	1,175	1,020	710	1,631	1,327	910
Idaho	990	802	728	1,566	1,143	1,033	1,595	1,163	1,025
Montana	1,368	822	479	2,228	1,310	913	2,397	1,432	1,086
Nevada	1,005	720	619	1,830	1,380	1,080	1,830	1,380	1,080
New Mexico	657 *	486	303	1,621	1,139	662	2,043	1,471	908
North Dakota	1,754	1,616	1,018	1,907	1,659	1,031	2,369	2,040	1,131
Oregon	1,467	804	616	2,944	1,800	1,441	3,292	1,920	1,469
South Dakota	---	---	---	2,468	1,712	1,326	2,650	1,880	1,432
Utah	1,340	1,120	815	1,817	1,374	937	2,250	1,742	1,173
Washington	1,362	867	694	2,346	1,611	1,212	3,021	1,953	1,605
Wyoming	970	643	416	--	--	--	2,005	1,148	721
Simple Avg. – All Institutions w/CA	742	585	475	2,001	1,287	931	2,855	1,748	1,246
Simple Avg. – All Institutions w/o CA	1,080	777	559	2,062	1,543	1,115	2,462	1,753	1,240

*Alaska, Arizona, Colorado, and New Mexico submitted revised average tuition figures for two-year institutions; these revisions are reflected in WICHE's annual report, "Tuition and Fees in Public Higher Education in the West, 1996-97, Detailed Tuition and Fees Tables" for tuition in 1995-96.

Revised 4/10/97

Table 13 (continued)
Ratio of Tuition and Fees to Per Capita Disposable Income
Public Institutions, 1995-96, 1990-91 and 1985-86

Personal Per Capita Disposable Income[4]

State	Fiscal Year 1995	1990	1985
Alaska	20,805	17,596	15,605
Arizona	16,814	13,597	10,886
California	19,475	16,769	13,480
Colorado	18,961	15,449	12,728
Hawaii	20,633	15,630	11,994
Idaho	16,387	12,694	9,645
Montana	15,647	12,325	9,742
Nevada	20,751	16,248	12,305
New Mexico	15,268	11,932	9,506
North Dakota	16,730	12,203	10,680
Oregon	17,385	13,855	10,835
South Dakota	17,755	12,769	9,967
Utah	14,890	11,625	9,178
Washington	19,923	15,539	12,299
Wyoming	18,254	13,362	11,166
WICHE Avg. w/CA	**17,979**	**14,106**	**11,334**
WICHE Avg. w/o CA	**17,872**	**13,916**	**11,181**

Sources: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West: 1995-96. Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, 17th Edition. Washington, D.C.: October 1994.

Explanatory Notes:

[1] Sectors are classified according to the 1992 Carnegie Classification of Higher Education Institutions. South Dakota has no public two-year institutions. Wyoming and Arizona have no public Baccalaureate/Master's institutions.

[2] Due to changes in data collection for Oregon's two-year institutions, tuition and fee data from 1992-93 forward are not comparable to earlier years. Oregon is not included in the WICHE average tuition and fees for two-year institutions. The California average does not apply to students with Baccalaureate degrees at two-year institutions; these students pay $50 per credit hour. Tuition and fees for Alaska two-year institutions are for Prince William Sound Community College only for all years. Arizona two-year average does not include Coconino Community College which did not open until 1994-95.

[3] The ratio of tuition and fees to per capita disposable income for the WICHE region is calculated by dividing the simple average of tuition at all institutions by the average per capita disposable income for the region.

[4] The figures for personal disposable income per capita reported here represent the disposable income available to families one year for tuition due in the fall of the next year (i.e., 1994-95 personal disposable income per capita is compared with tuition for fall 1995-96.)

Regional Indicators 18, 19, 20; State Indicator 16

Revised 4/10/97

Table 14
Restricted Student Financial Aid
Per Full-Time-Equivalent Undergraduate Student
Fiscal Years 1992 and 1994

	Two-Year Institutions		Baccalaureate/Master's Institutions		Research/Doctoral Institutions		Independent Institutions	
	Restricted FY1992	Restricted FY1994	Restricted FY1992	Restricted FY1994	Restricted FY1992	Restricted FY1994	Restricted FY1992	Restricted FY1994
Alaska	N/A	$1	$486	$309	$502	$383	$1,152	$747
Arizona	$765	$525	--	--	$934	$914	$491	$414
California	$292	$304	$508	$1,099	$1,506	$1,685	$2,013	$1,687
Colorado	$954	$702	$951	$765	$870	$707	$1,319	$1,064
Hawaii	$197	$250	$862	$502	$475	$372	$316	$378
Idaho	$930	$950	$825	$702	$1,034	$922	$281	$741
Montana	$2,502	$942	$1,073	$858	$867	$651	$1,127	$1,171
Nevada	$868	$257	$463	$466	$528	$491	$840	$1,204
New Mexico	$739	$613	$1,636	$1,318	$1,633	$1,497	$1,987	$329
North Dakota	$1,102	$773	$1,059	$832	$907	$712	$1,549	$1,105
Oregon	$910	$677	$1,089	$879	$1,116	$959	$1,305	$1,234
South Dakota	--	--	$947	$723	$1,017	$804	$1,768	$1,254
Utah	$755	$663	$852	$727	$1,029	$801	$1,106	$541
Washington	$757	$831	$801	$774	$1,622	$1,586	$1,002	$932
Wyoming	$768	$612	--	--	$860	$684	$0	$1,155
WICHE Avg. w/CA	888	623	888	766	1,146	1,013	1,250	1,074
WICHE Avg. w/o CA	937	650	920	738	1,116	957	1,187	1,023

Total Amount of Restricted Student Financial Aid
Fiscal Years 1992 and 1994

	Two-Year Institutions		Baccalaureate/Master's Institutions		Research/Doctoral Institutions		Independent Institutions	
	Restricted FY1992	Restricted FY1994	Restricted FY1992	Restricted FY1994	Restricted FY1992	Restricted FY1994	Restricted FY1992	Restricted FY1994
Alaska	N/A	272	$3,292,910	3,426,622	$1,876,132	1,901,439	$1,065,977	960,123
Arizona	$34,804,296	39,424,540	---	---	56,997,789	55,338,672	5,497,298	6,741,862
California	142,460,663	170,156,081	103,679,530	216,575,394	208,819,785	227,443,701	202,056,161	204,467,878
Colorado	28,339,162	28,308,199	28,452,092	24,261,941	44,319,004	38,045,518	18,185,316	18,527,115
Hawaii	2,500,431	3,990,235	1,799,419	1,341,299	5,371,897	4,404,651	2,260,351	3,074,034
Idaho	3,920,486	4,750,574	9,432,942	8,438,584	14,755,061	13,904,861	2,742,360	7,714,990
Montana	6,395,632	2,414,020	6,814,843	5,731,443	14,508,333	11,253,875	4,348,154	4,631,871
Nevada	3,466,548	3,524,744	4,808,147	4,814,292	3,440,259	3,382,718	288,130	601,953
New Mexico	9,910,201	12,373,679	9,038,386	8,391,099	38,361,395	37,193,782	2,676,657	1,135,426
North Dakota	7,211,499	4,455,574	6,807,955	5,472,850	14,883,992	11,784,829	4,974,122	3,624,669
Oregon	32,916,390	31,397,827	9,625,688	7,939,110	33,725,089	29,445,415	19,521,943	18,757,746
South Dakota	---	---	12,435,940	10,189,818	5,660,845	4,603,851	8,537,080	6,423,266
Utah	17,797,172	16,775,166	12,206,881	10,477,094	27,454,255	22,759,993	33,700,582	17,034,930
Washington	61,216,939	79,974,630	20,333,699	20,408,217	57,273,898	58,332,183	21,977,602	21,875,011
Wyoming	7,568,656	6,944,681	---	---	7,079,426	5,494,349	N/A	808,763
WICHE Avg. w/CA	27,577,544	31,114,632	17,594,495	25,189,828	41,117,474	40,406,911	25,217,826	24,336,895
WICHE Avg. w/o CA	18,003,951	19,527,845	10,420,742	9,241,031	27,142,281	24,820,511	10,481,298	9,325,980

Sources: National Center for Education Statistics, Integrated Postsecondary Education Data System Finance Survey, Fiscal Years 1992 and 1994; and Fall Enrollment Survey, 1990-91 and 1993-94.

Explanatory Notes: Restricted funds are those funds designated by the donor to be used only for student financial aid. The institutions are not free to use these funds for other purposes. The preponderance of such funds come from federal and state governments. "N/A" indicates funds were not reported for these categories. Scholarships and fellowships include grants-in-aid, trainee stipends, tuition and fee waivers, and prizes to undergraduate students. Fellowships are grants-in-aid and stipends to graduate students. They do not include funds for which services to the institution must be rendered, such as payments for teaching or student loans. College work study funds also are excluded.

Prince William Sound Community College, Alaska, did not report any restricted scholarship and fellowship funds for FY1992. Arizona and Wyoming have no public Baccalaureate/Master's institutions. South Dakota has no public two-year institutions. See Table 19 for the number of undergraduate FTEs in 1990-91 and 1993-94. 1994 dollars are deflated to 1992 dollars.

Regional Indicator 21, State Indicator 17

Table 15
Unrestricted Student Financial Aid Per Full-Time-Equivalent Undergraduate Student
Fiscal Years 1992 and 1994

	Two-Year Institutions		Baccalaureate/Master's Institutions		Research/Doctoral Institutions		Independent Institutions	
	Unrestricted FY1992	Unrestricted FY1994	Unrestricted FY1992	Unrestricted FY1994	Unrestricted FY1992	Unrestricted FY1994	Unrestricted FY1992	Unrestricted FY1994
Alaska	N/A	$32	$80	$133	$558	$556	$816	$567
Arizona	$47	$42	--	--	$699	$713	$515	$314
California	$7	$3	$0	$0	$526	$749	$2,811	$2,581
Colorado	$102	$78	$26	$37	$313	$371	$1,683	$1,485
Hawaii	$5	$3	$12	$43	$14	$108	$336	$721
Idaho	$113	$94	$125	$152	$216	$241	$410	$544
Montana	$104	$195	$185	$193	$155	$194	$763	$956
Nevada	$62	$32	$155	$231	$239	$316	$451	$195
New Mexico	$41	$22	$96	$112	$238	$227	$1,856	$648
North Dakota	$26	$32	$27	$27	$390	$315	$1,530	$1,867
Oregon	$31	$48	$215	$257	$238	$253	$2,138	$2,433
South Dakota	--	--	$0	$0	$74	$77	$1,232	$1,184
Utah	$98	$103	$149	$183	$267	$282	$577	$391
Washington	$10	$10	$227	$183	$970	$805	$2,033	$4,719
Wyoming	$141	$122	--	--	$1,074	$923	$898	$93
WICHE Avg. w/CA	60	63	100	119	459	471	1,388	1,438
WICHE Avg. w/o CA	65	68	108	129	454	448	1,270	1,343

Total Amount of Unrestricted Student Financial Aid
Fiscal Years 1992 and 1994

	Two-Year Institutions		Baccalaureate/Master's Institutions		Research/Doctoral Institutions		Independent Institutions	
	Unrestricted FY1992	Unrestricted FY1994	Unrestricted FY1992	Unrestricted FY1994	Unrestricted FY1992	Unrestricted FY1994	Unrestricted FY1992	Unrestricted FY1994
Alaska	$24,594	8,185	$541,096	1,480,737	$2,087,525	2,760,252	$754,526	728,849
Arizona	2,127,387	3,114,119	---	---	42,619,142	43,184,419	5,764,103	5,113,317
California	3,394,915	1,729,866	N/A	N/A	72,980,000	101,058,864	282,180,211	312,839,258
Colorado	3,039,249	3,138,208	791,835	1,186,252	15,952,346	19,930,313	23,195,961	25,859,359
Hawaii	57,523	47,403	24,655	113,654	160,431	1,275,841	2,401,594	5,856,547
Idaho	474,528	471,596	1,434,712	1,823,329	3,075,094	3,629,296	4,012,424	5,671,865
Montana	265,268	500,724	1,175,666	1,286,140	2,597,858	3,345,844	2,942,859	3,781,975
Nevada	248,883	436,359	1,610,231	2,388,657	1,561,470	2,181,229	154,577	97,362
New Mexico	544,985	440,530	531,815	711,417	5,590,659	5,650,800	2,500,169	2,235,384
North Dakota	170,424	183,029	171,224	178,847	6,398,835	5,207,943	4,915,244	6,121,611
Oregon	1,126,588	2,229,897	1,896,877	2,322,967	7,181,152	7,776,673	31,992,358	36,990,714
South Dakota	---	---	N/A	N/A	409,335	440,660	5,950,114	6,063,147
Utah	2,310,245	2,599,914	2,130,336	2,634,850	7,114,318	7,999,236	17,582,557	12,308,561
Washington	770,687	1,009,745	5,769,257	4,824,232	34,251,410	29,594,893	44,592,344	110,699,933
Wyoming	1,390,546	1,386,684	---	---	8,847,668	7,413,699	617,859	65,057
WICHE Avg. w/CA	1,226,602	1,330,481	1,236,746	1,457,776	16,217,480	18,573,074	33,042,838	41,110,226
WICHE Avg. w/o CA	1,045,909	1,297,199	1,339,809	1,579,257	11,487,270	11,699,258	12,281,391	18,466,140

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Finance Survey, Fiscal Years 1992 and 1994, and Fall Enrollment Surveys, 1991-92 and 1993-94.

Explanatory Notes: Unrestricted funds are those over which institutions have discretion. "NA" indicates funds were not reported for these categories. Scholarships and fellowships include grants-in-aid, trainee stipends, tuition and fee waivers, and prizes to undergraduate students. Fellowships are grants-in-aid and stipends to graduate students. They do not include funds for which services to the institution must be rendered, such as payments for teaching or student loans. College work-study funds also are excluded. 1992 dollars are deflated to 1988 dollars. Undergraduate Full-Time-Equivalent enrollments for 1987-88 and 1991-92 are listed in Table 18. Arizona and Wyoming have no public Baccalaureate/Master's institutions. South Dakota has no public two-year institutions.

Regional Indicator 22, State Indicator 18

Table 16
Expenditures of Unrestricted Educational and General Funds Per FTE Student, Public Institutions, Fiscal Year 1994

State	Two-Year Institutions	Baccalaureate/ Master's Institutions	Research/ Doctoral Institutions
Alaska	$11,092	$9,468	$21,820
Arizona	$4,131	---	$11,477
California	$3,237	$8,045	$20,092
Colorado	$4,749	$5,032	$10,199
Hawaii	$6,029	$10,132	$17,411
Idaho	$6,450	$6,785	$9,201
Montana	$4,801	$6,774	$7,973
Nevada	$4,382	$9,685	$13,360
New Mexico	$5,425	$7,590	$11,841
North Dakota	$4,988	$5,488	$11,121
Oregon	$6,239	$6,952	$11,042
South Dakota	---	$6,766	$7,896
Utah	$4,818	$6,775	$12,564
Washington	$4,428	$7,390	$16,565
Wyoming	$6,075	---	$13,081
WICHE w/CA	$3,881	$7,606	$14,537
WICHE w/o CA	$4,887	$6,974	$12,058
U.S.	$4,931	$7,581	$12,960

	Number of FTE Students 1993-94			Total Expenditures of Unrestricted Educational and General Funds, Fiscal Year 1994		
State	Two-Year Institutions	Baccalaureate/ Master's Institutions	Doctoral/ Research Institutions	Two-Year Institutions	Baccalaureate/ Master's Institutions	Doctoral/ Research Institutions
Alaska	252	11,421	5,507	$2,795,195	$108,131,190	$120,162,675
Arizona	75,034	---	76,901	$309,941,147	---	882,559,823
California	558,829	231,503	177,244	1,809,127,877	1,862,543,340	3,561,252,714
Colorado	40,310	33,830	66,410	191,445,967	170,247,223	677,342,359
Hawaii	15,986	2,837	16,104	$96,373,468	$28,745,604	$280,390,583
Idaho	4,999	12,721	17,878	$32,244,170	$86,315,075	$164,495,887
Montana	2,563	7,129	19,191	$12,305,333	$48,293,583	$153,008,223
Nevada	13,739	11,823	8,645	$60,203,592	$114,510,505	$115,497,685
New Mexico	20,169	7,275	31,587	$109,413,111	$55,214,552	$374,020,253
North Dakota	5,763	6,654	18,296	$28,747,543	$36,513,868	$203,471,148
Oregon	46,402	9,661	38,773	$289,483,027	$67,164,082	$428,117,206
South Dakota	---	15,032	7,126	---	$101,711,760	$56,268,843
Utah	25,312	14,523	33,936	$121,952,613	$98,394,743	$426,376,443
Washington	96,229	27,965	47,065	$426,118,424	$206,647,801	$779,610,905
Wyoming	11,339	---	9,821	$68,880,353	---	$128,472,068
WICHE w/CA	916,926	392,374	574,484	$3,559,031,820	$2,984,433,326	$8,351,046,815
WICHE w/o CA	358,097	160,871	397,240	$1,749,903,943	$1,121,889,986	$4,789,794,101
U.S.	2,989,652	1,955,136	2,539,632	$13,733,764,722	$14,803,433,361	$32,941,100,732

Source: National Center for Education Statistics, Integrated Postsecondary Data System, Finance Survey, Fiscal Year 1994; and Fall Enrollment Survey, 1993-94.

Explanatory Notes: Sectors are classified according to the 1992 Carnegie Classification of Higher Education Institutions. The figures reported here are total expenditures of unrestricted educational and general fund revenues for public institutions in each sector divided by the number of FTE students in that sector. FTE is equal to total full-time, plus one-third of total part-time undergraduate and graduate enrollments at public institutons of higher education. With the exception of Prince William Sound Community College data for two-year institutions in Alaska are included with the University of Alaska. Unrestricted funds are those for which institutions have control over allocation; thus many funds for research and student financial aid, for example, are excluded. Expenditures for auxiliary enterprises (dorms, dining halls, etc.) are not included in educational and general funds. Arizona and Wyoming have no public Baccalaureate/ Master's institutions. South Dakota has no public two-year institutions.

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Table 17
Expenditures Per FTE Student for Student-Oriented Functions by Sector, Fiscal Year 1994

Two-Year Institutions

	1993-94 Total FTE	Instruction Total	Academic Support Total	Student Services Total	$ Per FTE for Instruction	$ Per FTE for Academic Support	$ Per FTE for Student Services
Alaska	252	$1,700,205	$185,037	$192,957	$6,747	$734	$766
Arizona	75,034	$171,477,669	$35,691,727	$34,395,519	2,285	476	458
California	558,829	978,942,043	197,131,551	297,576,108	1,752	353	532
Colorado	40,310	106,079,109	19,734,502	22,251,440	2,632	490	552
Hawaii	15,986	58,118,278	10,280,857	9,901,502	3,636	643	619
Idaho	4,999	15,806,979	3,948,395	3,203,307	3,162	790	641
Montana	2,563	6,849,487	1,359,280	2,022,173	2,672	530	789
Nevada	13,739	35,937,493	5,796,214	6,378,391	2,616	422	464
New Mexico	20,169	54,466,562	10,429,215	15,075,222	2,701	517	747
North Dakota	5,763	18,867,582	2,436,654	2,103,476	3,274	423	365
Oregon	46,402	178,272,433	24,650,220	32,788,788	3,842	531	707
Utah	25,312	67,674,644	13,367,734	10,489,359	2,674	528	414
Washington	96,229	295,144,810	38,206,755	59,726,945	3,067	397	621
Wyoming	11,339	34,299,588	5,918,414	7,481,100	3,025	522	660
WICHE Avg. w/CA		144,545,492	26,366,897	35,970,449	3,149	525	595
WICHE Avg. w/o CA		80,361,141	13,231,154	15,846,937	3,256	539	600
U.S. Avg.		162,234,941	32,200,943	34,113,719	2,834	705	556

Baccalaureate/Master's Institutions

	1993-94 Total FTE	Instruction Total	Academic Support Total	Student Services Total	$ Per FTE for Instruction	$ Per FTE for Academic Support	$ Per FTE for Student Services
Alaska	11,421	$56,891,863	$14,237,999	$13,689,906	$4,981	$1,247	$1,199
California	231,503	1,050,763,868	175,615,462	235,920,009	4,539	759	1,019
Colorado	33,830	89,659,343	21,698,249	22,251,440	2,650	641	658
Hawaii	2,837	16,723,552	3,255,154	4,065,248	5,895	1,147	1,433
Idaho	12,721	50,480,129	12,901,845	5,539,110	3,968	1,014	435
Montana	7,129	24,148,988	4,220,282	7,675,905	3,387	592	1,077
Nevada	11,823	55,258,539	16,435,200	16,587,820	4,674	1,390	1,403
New Mexico	7,275	28,673,561	5,120,152	6,610,819	3,941	704	909
North Dakota	6,654	20,642,825	3,394,765	3,252,879	3,102	510	489
Oregon	9,661	33,152,582	9,346,446	5,915,881	3,432	967	612
South Dakota	15,032	44,627,532	10,305,525	9,549,694	2,969	686	635
Utah	14,523	51,002,807	9,644,338	10,489,359	3,512	664	722
Washington	27,965	121,416,333	24,540,118	24,240,932	4,342	878	867
WICHE Avg. w/CA		126,418,609	23,901,195	28,137,616	3,953	861	881
WICHE Avg. w/o CA		49,389,838	11,258,339	10,822,416	3,904	870	870
U.S. Avg.		145,538,927	29,602,783	24,012,660	3,722	840	820

Table 17 (continued)
Expenditures Per FTE Student for Student-Oriented Functions by Sector, Fiscal Year 1994

Research/Doctoral Institutions

	1993-94 Total FTE	Instruction Total	Academic Support Total	Student Services Total	$ Per FTE for Instruction	$ Per FTE for Academic Support	$ Per FTE for Student Services
Alaska	5,507	$39,383,366	$10,804,001	$8,253,647	$7,152	$1,962	$1,499
Arizona	76,901	382,884,832	117,502,430	43,047,958	4,979	1,528	560
California	177,244	1,701,681,461	666,101,219	236,300,633	9,601	3,758	1,333
Colorado	66,410	317,367,844	84,810,539	54,956,227	4,779	1,277	828
Hawaii	16,104	149,155,179	36,863,337	16,634,194	9,262	2,289	1,033
Idaho	17,878	97,793,343	20,494,137	8,294,934	5,470	1,146	464
Montana	19,191	68,194,429	20,628,534	17,974,763	3,553	1,076	937
Nevada	8,645	60,865,295	14,283,094	4,628,687	7,041	1,652	535
New Mexico	31,587	161,849,683	31,277,180	22,354,002	5,124	990	708
North Dakota	18,296	101,606,019	21,489,462	10,294,002	5,553	1,176	563
Oregon	38,773	202,535,233	57,709,992	24,879,500	5,224	1,488	642
South Dakota	7,126	31,862,423	9,267,779	4,239,089	4,471	1,301	595
Utah	33,936	198,809,615	52,214,414	21,660,104	5,858	1,539	638
Washington	47,065	406,137,104	140,917,069	24,240,932	8,629	2,994	515
Wyoming	9,821	58,348,768	13,573,471	5,690,308	5,941	1,382	579
WICHE Avg. w/CA		265,231,640	86,529,111	33,563,265	6,176	1,704	762
WICHE Avg. w/o CA		162,628,081	45,131,103	19,082,025	5,931	1,557	721
U.S. Avg.		317,676,408	85,865,976	36,306,573	6,091	1,585	776

Source: National Center for Education Statistics, Integrated Postsecondary Data System, Finance Survey, 1993-94; and Fall Enrollment Survey, 1993-94

Explanatory Notes: Total Educational and General Expenditures (restricted and unrestricted) per FTE are reported by sector and function for public institutions. Sectors are classified according to the 1992 Carnegie Classification of Higher Education Institutions. Expenditures for instruction include expenditures of the colleges, schools, departments and other instructional divisions of the institution and expenditures for departmental research and public service that are not separately budgeted, including expenditures for both credit and noncredit activities. It does not include expenditures for academic administration. Academic support includes expenditures for the support of services that are an integral part of the institution's primary mission of instruction, research, or public service. Student services are expenditures for admissions, registrar activities and activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instructional program. Arizona and Wyoming have no public baccalaureate/master's institutions. South Dakota has no public two-year institutions.

Table 18
Expenditures Per FTE Student for Institution-Oriented Functions at Public Institutions, by Sector, Fiscal Year 1994

Two-Year Institutions

	1993-94 Total FTE	Institutional Support Total	Plant Operations/ Maintenance Total	$ Per FTE for Institutional Support	$ Per FTE for Plant Operations/ Maintenance
Alaska	252	$571,118	$507,586	$2,266	$2,014
Arizona	75,034	43,950,331	34,076,821	586	454
California	558,829	326,336,039	213,024,965	584	381
Colorado	40,310	31,297,768	18,929,925	776	470
Hawaii	15,986	7,195,388	9,429,153	450	590
Idaho	4,999	4,923,024	4,659,450	985	932
Montana	2,563	2,106,128	1,282,661	822	500
Nevada	13,739	7,619,878	7,452,475	555	542
New Mexico	20,169	14,858,466	12,793,157	737	634
North Dakota	5,763	3,353,447	5,114,611	582	887
Oregon	46,402	57,865,538	28,450,279	1,247	613
Utah	25,312	20,532,220	13,722,868	811	542
Washington	96,229	64,320,241	46,832,594	668	487
Wyoming	11,339	11,099,507	12,018,296	979	1,060
WICHE Avg. w/CA		42,573,507	29,163,917	861	722
WICHE Avg. w/o CA		20,745,620	15,020,760	882	748
U.S. Avg.		**49,632,261**	**34,066,275**	**865**	**608**

Baccalaureate/ Master's Institutions

	1993-94 Total FTE	Institutional Support Total	Plant Operations/ Maintenance Total	$ Per FTE for Institutional Support	$ Per FTE for Plant Operations/ Maintenance
Alaska	11,421	$13,618,917	$13,057,379	$1,192	$1,143
California	231,503	333,830,285	167,207,397	1,442	722
Colorado	33,830	24,590,906	17,189,193	727	508
Hawaii	2,837	2,718,408	3,424,134	958	1,207
Idaho	12,721	10,184,190	5,694,606	801	448
Montana	7,129	5,947,638	5,869,067	834	823
Nevada	11,823	15,859,288	11,930,176	1,341	1,009
New Mexico	7,275	7,623,639	7,010,365	1,048	964
North Dakota	6,654	4,115,296	5,834,909	618	877
Oregon	9,661	9,437,773	7,396,662	977	766
South Dakota	15,032	9,208,673	7,567,260	613	503
Utah	14,523	11,991,347	10,593,474	826	729
Washington	27,965	26,041,757	23,069,461	931	825
WICHE Avg. w/CA		36,551,394	21,988,006	947	810
WICHE Avg. w/o CA		11,778,153	9,886,391	906	817
U.S. Avg.		**41,906,604**	**32,333,355**	**1,048**	**842**

Table 18 (continued)
Expenditures Per FTE Student for Institution-Oriented Functions at Public Institutions, by Sector, Fiscal Year 1994

Research/Doctoral Institutions

	1993-94 Total FTE	Administrative Support Total	Plant Operations/ Maintenance Total	$ Per FTE for Administrative Support	$ Per FTE for Plant Operations/ Maintenance
Alaska	5,507	$12,114,465	$18,657,968	$2,200	$3,388
Arizona	76,901	96,918,648	77,621,402	1,260	1,009
California	177,244	318,943,839	259,472,164	1,799	1,464
Colorado	66,410	75,345,936	44,869,777	1,135	676
Hawaii	16,104	6,408,435	23,196,338	398	1,440
Idaho	17,878	18,735,604	18,271,126	1,048	1,022
Montana	19,191	9,882,984	12,757,718	515	665
Nevada	8,645	11,944,486	11,507,542	1,382	1,331
New Mexico	31,587	30,741,664	32,382,244	973	1,025
North Dakota	18,296	19,834,727	20,450,000	1,084	1,118
Oregon	38,773	47,383,093	35,973,466	1,222	928
South Dakota	7,126	3,619,061	3,357,999	508	471
Utah	33,936	36,404,187	37,713,379	1,073	1,111
Washington	47,065	82,345,743	81,973,124	1,750	1,742
Wyoming	9,821	13,033,871	11,853,207	1,327	1,207
WICHE Avg. w/CA		52,243,783	46,003,830	1,178	1,240
WICHE Avg. w/o CA		33,193,779	30,756,092	1,134	1,224
U.S. Avg.		**61,404,074**	**61,720,896**	**1,212**	**1,233**

Source: National Center for Education Statistics, Integrated Postsecondary Data System, Finance Survey, Fiscal Year 1994; and Fall Enrollment Survey, 1993-94.

Explanatory Notes: Total Educational and General Expenditures (restricted and unrestricted) per FTE are reported by sector for public institutions. Sectors are classified according to the 1992 Carnegie Classification of Higher Education Institutions. Administrative support includes expenditures for physical plant operations. Plant operations and maintenance includes expenditures for operations established to provide service and maintenance related to grounds and facilities used for educational and general purposes. It also includes expenditures for utilities, fire protection, property insurance, and similar items. It does not include expenditures made from the institutional plant funds account. Arizona and Wyoming have no public baccalaureate/master's institutions. South Dakota has no public two-year institutions.

Table 19

Education and General Expenditures Per FTE Undergraduate at Public Institutions, Fiscal Year 1994

State	Two-Year Institutions FY1994	Baccalaureate/Master's Institutions FY1994	Research/Doctoral Institutions FY1994
Alaska	$12,901	$11,356	$36,001
Arizona	5,037	---	19,671
California	4,046	11,210	38,912
Colorado	6,054	6,749	17,617
Hawaii	6,858	12,655	32,852
Idaho	8,589	8,881	16,592
Montana	6,786	9,158	12,222
Nevada	5,027	13,229	25,697
New Mexico	6,712	11,667	23,438
North Dakota	6,521	7,044	16,258
Oregon	8,490	9,543	19,361
South Dakota	---	9,266	12,716
Utah	6,345	8,342	24,951
Washington	6,183	9,522	34,347
Wyoming	7,229	---	20,128
WICHE Avg. w/CA	6,913	9,894	23,384
WICHE Avg. w/o CA	7,133	9,784	22,275

Education and General Expenditures, Fiscal Year 1994

State	Two-Year Institutions FY1994	Baccalaureate/Master's Institutions FY1994	Research/Doctoral Institutions FY1994
Alaska	$3,250,953	$126,063,322	$178,746,417
Arizona	377,976,680	35,558,000	1,191,300,898
California	2,260,952,075	2,209,670,114	5,253,076,562
Colorado	244,041,277	214,015,653	947,647,798
Hawaii	109,633,954	33,838,479	388,709,977
Idaho	42,936,395	106,723,456	250,318,938
Montana	17,392,016	61,148,845	211,180,063
Nevada	69,059,625	136,534,734	177,206,235
New Mexico	135,383,285	74,284,778	582,292,900
North Dakota	37,583,362	46,337,743	269,165,611
Oregon	393,969,629	86,233,093	594,447,797
South Dakota	---	130,533,488	72,774,297
Utah	160,614,401	120,219,821	708,610,463
Washington	594,993,736	251,006,656	1,263,130,542
Wyoming	81,968,412	---	161,651,147
WICHE Avg. w/CA	323,553,986	250,116,764	869,820,382
WICHE Avg. w/o CA	174,523,363	99,381,891	532,646,830

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Table 19 (continued)

Undergraduate Full-Time-Equivalent Enrollments in Institutions of Higher Education by Sector, 1993-94

State	Two-Year Institutions 1993-94	Baccalaureate/Master's Institutions 1993-94	Research/Doctoral Institutions 1993-94	Private Institutions 1993-94
Alaska	252	11,101	4,965	1,285
Arizona	75,034	---	60,560	16,267
California	558,829	197,120	134,[illegible]	121,207
Colorado	40,310	31,712	53,79[illegible]	17,419
Hawaii	15,986	2,674	11,832	8,126
Idaho	4,999	12,017	15,087	10,417
Montana	2,563	6,677	17,278	3,954
Nevada	13,739	10,321	6,896	500
New Mexico	20,169	6,367	24,844	3,448
North Dakota	5,763	6,578	16,556	3,279
Oregon	46,402	9,036	30,703	15,203
South Dakota	---	14,068	5,723	5,122
Utah	25,312	14,412	28,400	31,511
Washington	96,229	26,362	36,776	23,459
Wyoming	11,339	---	8,031	700
WICHE w/CA	916,926	334,377	450,718	256,775
WICHE w/o CA	358,097	322,952	315,720	135,568

Source: National Center for Education Statistics, Integrated Postsecondary Data System Finance Surveys, Fiscal Year 1994; and Fall Enrollment Survey, 1993-94.

Explanatory Notes: Sectors are classified according the 1992 Carnegie Classification of Higher Education Institutions. The number of full-time equivalent students per sector is equal to the total number of full-time students plus one-third of part-time students enrolled in each sector. Total expenditures of education and general fund revenues (restricted and unrestricted) in each sector is divided by the number of full-time-equivalent undergraduates in that sector. Arizona and Wyoming have no public Baccalaureate/Master's institutions. South Dakota has no public two-year institutions. With the exception of Prince William Sound Community College, the two-year programs in Alaska became part of the University of Alaska System in 1988.

State Indicator 19

ERRATA

The following table replaces Table 20 in the August 1996 edition of Policy Indicators for Higher Education: WICHE States, Regional Fact Book on Higher Education in the West. The averages (WICHE Avg. w/CA, WICHE Avg. without CA, and U.S.) of the firs table on the page contained errors; WICHE Avg. without CA on the second table also contained errors. The changes are in italics.

Table 20
State Appropriations to Higher Education, K-12 Education, Medicaid and Corrections As a Percent of Total Appropriations, Fiscal Year 1996

	Higher Education	K-12 Education	Medicaid	Corrections
Alaska	6.9%	27.4%	6.0%	5.3%
Arizona	15.6%	38.9%	6.1%	9.4%
California	11.7%	34.0%	14.0%	7.3%
Colorado	15.0%	40.5%	17.7%	7.4%
Hawaii	–	–	–	–
Idaho	13.5%	49.2%	8.3%	4.3%
Montana	10.3%	46.8%	10.4%	3.8%
Nevada	17.5%	31.6%	11.6%	8.7%
New Mexico	16.7%	46.2%	6.1%	4.3%
North Dakota	19.9%	35.3%	11.8%	1.7%
Oregon	12.5%	45.1%	17.5%	6.1%
South Dakota	19.2%	27.7%	16.8%	7.6%
Utah	16.4%	0.0%	4.8%	4.4%
Washington	11.1%	47.0%	17.1%	4.2%
Wyoming	24.0%	12.8%	9.8%	4.7%
WICHE Avg. w/CA	*12.6%*	*35.9%*	*13.2%*	*6.6%*
WICHE Avg. without CA	*13.7%*	*38.5%*	*12.1%*	*5.8%*
U.S.	*11.9%*	*31.4%*	*14.0%*	*5.8%*

Percent Change in General Fund Appropriations to Higher Education, K-12 Education, Medicaid and Corrections FY 1995 to FY 1996

	Higher Education	K-12 Education	Medicaid	Corrections
Alaska	-1.2	3.3	8.6	5.1
Arizona	4.8	7.2	9.5	14.4
California	4.8	6.5	0.9	0.0
Colorado	8.0	5.5	10.4	13.1
Hawaii				
Idaho	4.2	7.0	21.3	5.3
Montana	-0.2	2.7	5.5	28.9
Nevada	11.0	-1.4	-7.5	15.7
New Mexico	7.3	6.3	2.9	2.8
North Dakota	7.0	8.3	18.4	12.5
Oregon	3.4	7.5	12.5	20.1
South Dakota	3.0	-0.2	6.7	2.2
Utah	6.1	0.0	-1.9	16.6
Washington	4.0	3.3	5.3	5.5
Wyoming	0.0	0.0	0.0	0.0
WICHE Avg. w/CA	4.4	4.0	6.6	10.2
WICHE Avg. without CA	*4.4*	*3.8*	*7.1*	*10.9*
U.S.	3.7	4.8	6.4	9.2

State General Fund Appropriations (in millions of dollars), FY 96

	Total Appropriations	Higher Education	K-12 Education	Medicaid	Corrections
Alaska	2,414.1	167.4	660.3	145.0	129.0
Arizona	4,565.1	711.5	1,775.7	277.9	429.0
California	43,421.0	5,063.0	14,759.0	6,095.0	3,182.0
Colorado	3,868.5	581.0	1,566.7	684.7	286.4
Hawaii	–	–	–	–	–
Idaho	1,348.8	181.9	664.0	112.2	57.9
Montana	993.2	102.0	465.0	102.9	37.5
Nevada	1,233.7	215.7	390.4	142.7	107.8
New Mexico	2,794.0	466.5	1,291.6	169.1	121.3
North Dakota	673.5	134.3	238.0	79.3	11.7
Oregon	3,538.9	443.1	1,594.6	619.5	216.4
South Dakota	628.1	120.6	173.7	105.8	47.9
Utah	2,591.3	424.9	0.0	125.0	113.9
Washington	8,673.5	966.1	4,077.0	1,483.0	366.9
Wyoming	522.8	125.4	67.1	51.4	24.4
WICHE w/CA	77,266.5	9,703.4	27,723.1	10,193.5	5,132.1
WICHE without CA	33,845.5	4,640.4	12,964.1	4,098.5	1,950.1
U.S.	355,028.5	42,162.0	111,446.4	49,529.1	20,686.5

Source: National Conference of State Legislatures, State Budget Actions, 1995.

Explanatory Notes: Total Appropriations are estimated general fund appropriations for fiscal year 1996. Appropriations for higher education, K-12 education, Medicaid and corrections are general fund appropriations only and do not include appropriations from other sources. In Utah, state appropriations to K-12 education were made solely from earmarked funds. Hawaii did not report appropriations data for FY 1996.

Regional Indicator 32, 33; State Indicator 20

Table 21
State Appropriations to Higher Education as a Percent of Tax Revenue, 1984-85, 1989-90, and 1994-95

	1984-85	1989-90	1994-95
Alaska	6.7	7	6.4
Arizona	10.2	8.8	8.7
California	10.3	9	7.2
Colorado	6.7	6.3	5.7
Hawaii	10.8	9	7.3
Idaho	11.7	10.7	10.3
Montana	9.3	7.7	7.3
Nevada	6	6.4	5.7
New Mexico	13.6	12	13.2
North Dakota	9.9	10.4	10
Oregon	8.5	7.8	6.2
South Dakota	7	6.6	6.5
Utah	11.3	10.6	10.5
Washington	8.5	7.8	6.3
Wyoming	8.9	13.4	12.2
WICHE Avg. w/CA	9.3	8.9	8.2
WICHE Avg. w/o CA	9.2	8.9	8.3

Source: Research Associates of Washington, State Profiles: Financing Public Higher Education 1978 to 1994, 17th Edition, Table 4. Washington, D.C.: October 1994; and 18th edition, Table 2, October 1995.

Explanatory Note: These figures are equal to state and local government tax revenue appropriated for operating expenses of public higher education divided by total state and local government tax revenue collected.

Regional Indicator 34; State Indicator 21

Table 22
Average Annual Faculty Salaries by Sector, Public Institutions, 1995-96

State	Two-year Institutions All Faculty	Comprehensive/General Baccalaureate Institutions				Doctoral Institutions			
		Professor	Assoc. Prof.	Asst. Prof.	All Faculty	Professor	Assoc. Prof.	Asst. Prof.	All Faculty
Alaska	$56,200	$60,450	$51,100	$39,950	$48,150	$68,700	$53,400	$43,500	$52,700
Arizona	38,500	69,100	54,600	44,400	49,500	64,600	48,200	40,967	51,867
California	53,085	63,050	50,245	40,933	56,424	78,370	54,530	46,440	63,500
Colorado	34,636	56,700	45,722	39,011	45,156	65,650	49,000	43,900	54,325
Hawaii	44,057	59,600	48,600	42,800	49,100	70,600	55,300	46,800	57,400
Idaho	35,700	47,867	40,567	35,567	40,133	56,100	44,800	40,400	48,200
Montana	31,300	45,025	37,150	33,275	36,975	51,300	41,400	36,300	43,200
Nevada	42,450	65,500	51,300	42,700	50,000	70,800	52,100	41,700	55,600
New Mexico	31,636	52,500	40,100	34,400	37,900	60,000	46,950	39,150	48,550
North Dakota	32,225	45,625	38,200	34,125	36,975	47,900	39,800	35,300	38,400
Oregon	40,860	47,550	38,625	33,750	39,325	59,767	45,533	39,767	47,700
South Dakota	—	46,600	38,540	34,060	37,800	50,600	38,800	35,500	37,600
Utah	35,700	51,100	39,850	34,500	39,650	62,050	45,850	38,950	49,100
Washington	36,850	53,033	43,033	37,133	44,867	63,100	48,500	52,900	61,900
Wyoming	32,175	—	—	—	—	58,100	44,800	40,900	47,300
WICHE Avg. w/ CA	38,955	54,550	44,117	37,615	43,711	61,842	47,264	41,498	50,489
WICHE Avg. w/o CA	37,868	53,896	43,645	37,359	42,733	60,662	46,745	41,145	49,560

Source: American Association of University Professors. Annual Report on the Economic Status of the Profession, 1995-96.

Explanatory Notes: Sectors are classified according to the American Association of University Professors institution codes. Wyoming has no public Comprehensive/General Baccalaureate institutions. South Dakota has no public two-year institutions. Averages do not include institutions that did not respond to the 1995-96 AAUP survey.

Regional Indicators 35, 36, 37

Table 23
Research and Development Expenditures by Revenue Source, Fiscal Year 1994

	Total All Institutions	Total Public Institutions	PUBLIC INSTITUTIONS									
			Federal		State		Industry		Institution		All Other Sources	
			Dollars	Percent	Dollars	Percent	Dollars	Percent	Dollars	Percent	Dollars	Percent
Alaska	$76,093,000	$76,093,000	$40,770,000	53.58%	$4,625,000	6.08%	$4,441,000	5.84%	$26,253,000	34.50%	$4,000	0.01%
Arizona	$342,792,000	$342,792,000	$182,009,000	53.10%	$7,257,000	2.12%	$21,746,000	6.34%	$113,476,000	33.10%	$18,304,000	5.34%
California	$2,464,430,000	$1,786,394,000	$1,151,557,000	64.46%	$108,778,000	6.09%	$66,878,000	3.74%	$308,100,000	17.25%	$151,081,000	8.46%
Colorado	$361,327,000	$354,656,000	$232,965,000	65.69%	$8,645,000	2.44%	$30,204,000	8.52%	$47,630,000	13.43%	$35,212,000	9.93%
Hawaii	$70,079,000	$70,079,000	$39,392,000	56.21%	$25,204,000	35.97%	$434,000	0.62%	$3,290,000	4.69%	$1,759,000	2.51%
Idaho	$55,390,000	$55,390,000	$18,075,000	32.63%	$9,463,000	17.08%	$10,041,000	18.13%	$17,219,000	31.09%	$592,000	1.07%
Montana	$53,057,000	$53,057,000	$24,413,000	46.01%	$9,268,000	17.47%	$3,965,000	7.47%	$14,902,000	28.09%	$509,000	0.96%
Nevada	$82,666,000	$82,666,000	$43,614,000	52.76%	$4,570,000	5.53%	$7,054,000	8.53%	$26,148,000	31.63%	$1,280,000	1.55%
New Mexico	$191,546,000	$191,546,000	$118,994,000	62.12%	$14,573,000	7.61%	$13,611,000	7.11%	$30,561,000	15.95%	$13,807,000	7.21%
North Dakota	$55,709,000	$55,709,000	$27,537,000	49.43%	$1,493,000	2.68%	$1,989,000	3.57%	$23,224,000	41.69%	$1,466,000	2.63%
Oregon	$242,822,000	$221,963,000	$135,279,000	60.95%	$28,338,000	12.77%	$6,699,000	3.02%	$35,756,000	16.11%	$15,891,000	7.16%
South Dakota	$21,680,000	$21,680,000	$9,971,000	45.99%	$7,618,000	35.14%	$581,000	2.68%	$2,616,000	12.07%	$894,000	4.12%
Utah	$201,388,000	$187,529,000	$127,391,000	67.93%	$14,037,000	7.49%	$6,352,000	3.39%	$31,864,000	16.99%	$7,885,000	4.20%
Washington	$438,076,000	$438,076,000	$326,546,000	74.54%	$11,416,000	2.61%	$36,228,000	8.27%	$48,616,000	11.10%	$15,270,000	3.49%
Wyoming	$33,820,000	$33,820,000	$15,115,000	44.69%	$3,820,000	11.30%	$1,185,000	3.50%	$12,025,000	35.56%	$1,675,000	4.95%
WICHE w/ CA	$4,690,875,000	$3,971,450,000	$2,493,628,000	62.79%	$259,105,000	6.52%	$211,408,000	5.32%	$741,680,000	18.68%	$265,628,000	6.69%
WICHE w/o CA	$2,226,445,000	$2,185,056,000	$1,342,071,000	61.42%	$150,327,000	6.88%	$144,530,000	6.61%	$433,580,000	19.84%	$114,548,000	5.24%
U.S.	$20,624,144,000	$13,792,118,000	7,428,445,000	53.86%	$1,410,152,000	10.22%	$938,629,000	6.81%	$3,085,078,000	22.37%	$929,814,000	6.74%

Source: National Science Foundation/SRS, Survey of Scientific and Engineering Expenditures at Universities and Colleges, 1994.

Explanatory Notes: Includes research and development expenditures at doctorate-granting institutions. The total column includes revenues for public and private institutions. The public total column reflects revenues for public institutions only. Revenues by source are reported for public institutions only. Institutional sources reflect allocation to research from institutional funds (often reinvestments of funds received from indirect cost reimbursements). U.S. average includes Puerto Rico. WICHE with California and WICHE without California represent the sum of R&D dollars for WICHE states. Percentages were calculated for WICHE rows using sums of columns and not averages of totals.

Regional Indicators 38, 39, 40, 41; State Indicator 22

Table 24

Change in Total Employment and Selected Industry Sectors in WICHE States and U.S., January 1995-January 1996
(thousands)

	Total Employment				Construction Employment				Manufacturing Employment			
	Jan. 1995	*Jan. 1996*	*Num. Chg.*	*% Chg.*	*Jan. 1995*	*Jan. 1996*	*Num. Chg.*	*% Chg.*	*Jan. 1995*	*Jan. 1996*	*Num. Chg.*	*% Chg.*
Alaska	260.7	260.9	0.2	0.1%	12.3	12.8	0.5	4.1%	16.8	16.3	-0.5	-3.0%
Arizona	1752.0	1822.8	70.8	4.0%	115.5	122.6	7.1	6.1%	190.8	196.0	5.2	2.7%
California	12246.8	12590.1	343.3	2.8%	456.7	512.7	56	12.3%	1777.4	1801.7	24.3	1.4%
Colorado	1799.9	1885.7	85.8	4.8%	100.5	110.5	10	10.0%	189.6	193.5	3.9	2.1%
Hawaii	535.4	527.7	-7.7	-1.4%	27.2	25.5	-1.7	-6.3%	17.0	16.9	-0.1	-0.6%
Idaho	471.1	485.0	13.9	3.0%	28.9	31.5	2.6	9.0%	71.8	71.9	0.1	0.1%
Montana	346.9	352.0	5.1	1.5%	15.8	16.1	0.3	1.9%	23.4	23.3	-0.1	-0.4%
Nevada	759.8	823.2	63.4	8.3%	56.8	69.3	12.5	22.0%	35.5	38.6	3.1	8.7%
New Mexico	679.5	707.0	27.5	4.0%	44.7	48.3	3.6	8.1%	45.1	46.1	1	2.2%
North Dakota	299.0	304.7	5.7	1.9%	13.0	13.8	0.8	6.2%	21.3	21.0	-0.3	-1.4%
Oregon	1392.9	1457.0	64.1	4.6%	64.7	72.7	8	12.4%	226.5	232.4	5.9	2.6%
South Dakota	339.2	351.1	11.9	3.5%	14.4	14.8	0.4	2.8%	45.4	47.2	1.8	4.0%
Utah	885.0	933.3	48.3	5.5%	51.2	58.1	6.9	13.5%	121.4	126.6	5.2	4.3%
Washington	2339.2	2363.6	24.4	1.0%	122.3	123.2	0.9	0.7%	339.8	331.8	-8	-2.4%
Wyoming	219.5	222.6	3.1	1.4%	14.5	15.3	0.8	5.5%	9.8	10.1	0.3	3.1%
WICHE w/CA	24326.9	25086.7	759.8	3.1%	1138.5	1247.2	108.7	9.5%	3131.6	3173.4	41.8	1.3%
WICHE wo/CA	12080.1	12496.6	416.5	3.4%	681.8	734.5	52.7	7.7%	1354.2	1371.7	17.5	1.3%
US	116250.0	118070.0	1820	1.6%	5132.0	5234.0	102	2.0%	18544.0	18309.0	-235	-1.3%

	Wholesale and Retail Trade Employment				Services Employment			
	Jan. 1995	*Jan. 1996*	*Num. Chg.*	*% Chg.*	*Jan. 1995*	*Jan. 1996*	*Num. Chg.*	*% Chg.*
Alaska	53.6	54.2	0.6	1.1%	59.4	60.9	1.5	2.5%
Arizona	437.5	454.4	16.9	3.9%	508.9	536.3	27.4	5.4%
California	2890.3	2966.6	76.3	2.6%	3631.5	3819.9	188.4	5.2%
Colorado	445.7	475.2	29.5	6.6%	521.1	551.7	30.6	5.9%
Hawaii	135.6	135.0	-0.6	-0.4%	164.9	164.1	-0.8	-0.5%
Idaho	119.7	123.8	4.1	3.4%	106.7	112.4	5.7	5.3%
Montana	95.2	97.9	2.7	2.8%	94.0	97.5	3.5	3.7%
Nevada	151.5	164.5	13	8.6%	334.2	357.8	23.6	7.1%
New Mexico	160.8	169.4	8.6	5.3%	188.2	200.6	12.4	6.6%
North Dakota	78.4	80.3	1.9	2.4%	79.3	82.7	3.4	4.3%
Oregon	352.5	368.3	15.8	4.5%	353.3	386.9	33.6	9.5%
South Dakota	87.4	90.3	2.9	3.3%	85.2	90.5	5.3	6.2%
Utah	215.0	224.9	9.9	4.6%	230.1	248.6	18.5	8.0%
Washington	579.3	584.8	5.5	0.9%	611.1	632.5	21.4	3.5%
Wyoming	51.2	52.8	1.6	3.1%	46.5	48.3	1.8	3.9%
WICHE w/CA	5853.7	6042.4	188.7	3.2%	7014.4	7390.7	376.3	5.4%
WICHE wo/CA	2963.4	3075.8	112.4	3.8%	3382.9	3570.8	187.9	5.6%
US	27317.0	27780.0	463	1.7%	32492.0	33694.0	1202	3.7%

Source: U.S. Bureau of Labor Statistics (1996). Nonfarm Payroll Statistics from the Current Employment Statistics (State and Area) State and Area Employment, Hours and Earnings. [On-line]. Available: http// stats.bls.gov 80/cgi-bin/surveymost?sa

Regional Indicators 42, 43, 44, 45, 46; State Indicator 23

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Table 25

Projected Change in Employment in Selected Industry Sectors WICHE States and Nationally

U.S.	*1994 Employment*	*2005 Employment*	*Numercial Change*	*Percent Change*
Total	116187000	132984000	16797000	14.5%
Construction	5010000	5500000	490000	9.8%
Manufacturing	18304000	16991000	-1313000	-7.2%
Wholesale and Retail Trade	26578000	29653000	3075000	11.6%
Services	41204000	54700000	13496000	32.8%

Source: U.S. Department of Labor, Bureau of Labor Statistics (1995), Employment Outlook, 1994-2005, Job Quality and Other Aspects of Projected Employment Growth

ARIZONA	*1994 Employment*	*2005 Employment*	*Numercial Change*	*Percent Change*
Total	1692168	2687901	995733	58.8%
Construction	108493	220422	111929	103.2%
Manufacturing	190055	240622	50567	26.6%
Wholesale and Retail Trade	416497	671610	255113	61.3%
Services	484850	888926	404076	83.3%

Source: Unpublished data from Arizona Department of Employment Security, Research Administration, 1996

COLORADO	*1995 Employment*	*2000 Employment*	*Numerical Change*	*Percent Change*
Total	1990400	2234000	243600	12.2%
Construction	99700	96500	-3200	-3.2%
Manufacturing	189700	194700	5000	2.6%
Wholesale and Retail Trade	452400	505800	53400	11.8%
Services	676790	817900	141110	20.8%

Source: Colorado Department of Labor and Employment, Labor Market Information Section (1996). Occupational Employment Outlook 1995-2000.

MONTANA	*1994 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Total	335465	412227	76762	22.9%
Construction	14983	19955	4972	33.2%
Manufacturing	22997	25339	2342	10.2%
Wholesale and Retail Trade	92450	121164	28714	31.1%
Services	117781	156819	39038	33.1%

Source: Unpublished data from Montana Department of Labor and Industry, Research and Analysis Bureau

ALASKA	*1994 Employment*	*1999 Employment*	*Numerical Change*	*Percent Change*
Total	259967	273683	13716	5.3%
Construction	12500	12700	200	1.6%
Manufacturing	16549	16595	46	0.3%
Wholesale and Retail Trade	53003	58034	5031	9.5%
Services	83708	92260	8552	10.2%

Source: Unpublished data from the Alaska Department of Labor, Research and Analysis Section

CALIFORNIA	*1993 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Total	12045300	15271500	3226200	26.8%
Construction	445700	656800	211100	47.4%
Manufacturing	1805100	1980500	175400	9.7%
Wholesale and Retail Trade	2811800	3633000	821200	29.2%
Services	4364000	6107400	1743400	39.9%

Source: California Employment Development Dept., Labor Market Information Div. Table 3, State of California Employment by Industry, 1993 Average and 2005 Projected Employment. [On Line]. Available: LMI On-Line, bulletin board. Phone 916-262-2227.

IDAHO	*1994 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Total	522890	657230	134340	25.7%
Construction	29030	40510	11480	39.5%
Manufacturing	70550	85670	15120	21.4%
Wholesale and Retail Trade	116720	155160	38440	32.9%
Services	199980	249720	49740	24.9%

Source: Unpublished data from Idaho Department of Labor, Research and Analysis Bureau

NEVADA	*1994 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Total	810200	1320750	510550	63.0%
Construction	56030	97220	41190	73.5%
Manufacturing	33540	54190	20650	61.6%
Wholesale and Retail Trade	144960	256320	111360	76.8%
Services	417940	689050	271110	64.9%

Source: Unpublished data from Nevada Department of Employment, Research Div.

Table 25 (continued)

Projected Change in Employment in Selected Industry Sectors WICHE States and Nationally

NEW MEXICO	*1993 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Total	621900	801700	179800	28.9%
Construction	35500	47100	11600	32.7%
Manufacturing	42500	57200	14700	34.6%
Wholesale and Retail Trade	147200	191900	44700	30.4%
Services	249500	331600	82100	32.9%

Source: New Mexico Department of Labor, Bureau of Economic Research and Analysis (1995), New Mexico 2005 Economic Projections

OREGON	*1995 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Total	1412300	1725500	313200	22.2%
Construction	66400	73600	7200	10.8%
Manufacturing	223200	237300	14100	6.3%
Wholesale and Retail Trade	353900	433000	79100	22.4%
Services	483300	650000	166700	34.5%

Source: Oregon Employment Department (1995), Oregon Occupational Projections, 1995-2005

UTAH	*1996 Employment*	*2001 Employment*	*Numerical Change*	*Percent Change*
Total	1017710	1207770	190060	18.7%
Construction	58860	65060	6200	10.5%
Manufacturing	125260	148780	23520	18.8%
Wholesale and Retail Trade	223590	266460	42870	19.2%
Services	341340	416880	75540	22.1%

Source: Utah Department of Employment Security, Labor Market Information and Research (1996), Utah Job Outlook, Statewide and Service Delivery Areas 1996-2001

Note: No current data on Hawaii and Wyoming was available at the time of publication

State Indicator 24

NORTH DAKOTA	*1994 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Total	346612	398768	52156	15.0%
Construction	12826	15964	3138	24.5%
Manufacturing	21239	27084	5845	27.5%
Wholesale and Retail Trade	76605	89244	12639	16.5%
Services	110482	136179	25697	23.3%

Source: Job Service North Dakota, Research and Statistics (1996), Employment Projections to 2005 by Industry and Occupation

SOUTH DAKOTA	*1994 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Total	400700	463500	62800	15.7%
Construction	13990	16115	2125	15.2%
Manufacturing	43560	50850	7290	16.7%
Wholesale and Retail Trade	84665	102385	17720	20.9%
Services	141580	165530	23950	16.9%

Source: Unpublished data from South Dakota Department of Labor, Labor Market Information Center (1996).

WASHINGTON	*1995 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Total	2348600	2834000	485400	20.7%
Construction	122300	140800	18500	15.1%
Manufacturing	335000	357100	22100	6.6%
Wholesale and Retail Trade	574600	678100	103500	18.0%
Services	617300	854100	236800	38.4%

Source: State of Washington Employment Security Department (1996), 1995-2005 Washington State Occupational Projections

Table 28

Projected Numerical Change in Employment in Major Occupational Categories

U.S.	*1994 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Executive, Managerial, and Administrative	12903000	15071000	2168000	16.8%
Professional, Paraprofessional, and Technical	21753000	27703000	5950000	27.4%
Sales and Marketing	13990000	16502000	2512000	18.0%
Administrative Support and Clerical	23178000	24172000	994000	4.3%
Services	20239000	24832000	4593000	22.7%
Agriculture, Forestry, and Fishing	3762000	3650000	-112000	-3.0%
Precision Production, Craft, and Repair	14047000	14880000	833000	5.9%
Operators, Fabricators, Laborers	17142000	17898000	756000	4.4%

Source: U.S. Department of Labor, Bureau of Labor Statistics (1995). Employment Outlook, 1994-2005: Job Quality and Other Aspects of Projected Employment Growth.

ARIZONA	*1994 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Executive, Managerial, and Administrative	111897	178154	66257	59.2%
Professional, Paraprofessional, and Technical	359780	535199	175419	48.8%
Sales and Marketing	199825	324528	124703	62.4%
Administrative Support and Clerical	317422	434076	116654	36.8%
Services	293263	461476	168213	57.4%
Agriculture, Forestry, and Fishing	31167	44058	12891	41.4%
Precision Production, Craft, and Repair	183701	313861	130160	70.9%
Operators, Fabricators, Laborers	208994	328630	119636	57.2%

Source: Arizona Occupational Employment Forecasts 1994-2005 (1996). Arizona Department of Employment Security, Labor Market Information, Publication 733A.

COLORADO	*1995 Employment*	*2000 Employment*	*Numerical Change*	*Percent Change*
Executive, Managerial, and Administrative	159060	183590	24530	15.4%
Professional, Paraprofessional, and Technical	423120	488550	65430	15.5%
Sales and Marketing	264850	299990	35140	13.3%
Administrative Support and Clerical	349910	377050	27140	7.8%
Services	344210	400370	56160	16.3%
Agriculture, Forestry, and Fishing	19710	24020	4310	21.9%
Precision Production, Craft, Repair, Operators, Fabricators, and Laborers	429540	460430	30890	7.2%

Source: Colorado Department of Labor and Employment, Labor Market Information Section (1996). Occupational Employment Outlook 1995-2000.

NEVADA	*1994 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Executive, Managerial, and Administrative	47020	78800	31780	67.6%
Professional, Paraprofessional, and Technical	115120	190230	75110	65.2%
Sales and Marketing	105660	183840	78180	74.0%
Administrative Support and Clerical	123080	186180	63100	51.3%
Services	222150	370600	148450	66.8%
Agriculture, Forestry, and Fishing	17260	19850	2590	15.0%
Precision Production, Craft, and Repair	92590	147120	54530	58.9%
Operators, Fabricators, Laborers	87460	144400	56940	65.1%

Source: Unpublished data from Nevada Department of Employment, Research Division.

ALASKA	*1994 Employment*	*1999 Employment*	*Numerical Change*	*Percent Change*
Executive, Managerial, and Administrative	28941	30206	1265	4.4%
Professional, Paraprofessional, and Technical	52176	54404	2228	4.3%
Sales and Marketing	30760	33408	2648	8.6%
Administrative Support and Clerical	51996	54035	2039	3.9%
Services	44302	48156	3854	8.7%
Agriculture, Forestry, and Fishing	4339	4496	157	3.6%
Precision Production, Craft, and Repair	34138	35016	878	2.6%
Operators, Fabricators, Laborers	34491	35972	1481	4.3%

Source: Unpublished data from the Alaska Department of Labor, Research and Analysis Section.

CALIFORNIA	*1993 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Executive, Managerial, and Administrative	912390	1219740	307350	33.7%
Professional, Paraprofessional, and Technical	2751900	3656420	904520	32.9%
Sales and Marketing	1336000	1732820	396820	29.7%
Administrative Support and Clerical	2468290	2794380	326090	13.2%
Services	1818420	2423030	604610	33.2%
Agriculture, Forestry, and Fishing	127430	177470	50040	39.3%
Precision Production, Craft, and Repair	2630370	3265420	635050	24.1%
Operators, Fabricators, Laborers	380580	430680	50100	13.2%

Source: California Employment Development Department, Labor Market Information Division (1996). Table 6: Occupational Employment Projections 1993-2005 California. [On-Line]. Available: LMI On-Line, bulletin board. Phone: 916-262-2227.

IDAHO	*1994 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Executive, Managerial, and Administrative	37440	46110	8670	23.2%
Professional, Paraprofessional, and Technical	100040	123170	23130	23.1%
Sales and Marketing	61220	76720	15500	25.3%
Administrative Support and Clerical	73830	91730	17900	24.2%
Services	80040	104370	24330	30.4%
Agriculture, Forestry, and Fishing	27460	35240	7780	28.3%
Precision Production, Craft, and Repair	66270	84080	17810	26.9%
Operators, Fabricators, Laborers	76770	96210	19440	25.3%

Source: Unpublished data from the Idaho Department of Employment, Research and Analysis.

NEW MEXICO	*1993 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Executive, Managerial, and Administrative	52930	64140	11210	21.2%
Professional, Paraprofessional, and Technical	162840	220520	57680	35.4%
Sales and Marketing	84990	108520	23530	27.7%
Administrative Support and Clerical	107130	127250	20120	18.8%
Services	112980	148810	35830	31.7%
Agriculture, Forestry, and Fishing	*	*	*	*
Precision Production, Craft, Repair, Operators, Fabricators, and Laborers	155850	192290	36440	23.4%

** No data available on Agriculture, Forestry, and Fishing

Source: New Mexico Department of Labor, Bureau of Economic Research and Analysis (1995). New Mexico 2005 Economic Projections.

Table 28 (continued)
Projected Numerical Change in Employment in Major Occupational Categories

NORTH DAKOTA	1994 Employment	2005 Employment	Numerical Change	Percent Change
Executive, Managerial, and Administrative	21337	25744	4407	20.7%
Professional, Paraprofessional, and Technical	67390	82380	14990	22.2%
Sales and Marketing	34530	40077	5547	16.1%
Administrative Support and Clerical	50807	54609	3802	7.5%
Services	63380	78040	14660	23.1%
Agriculture, Forestry, and Fishing	38530	35362	-3168	-23.0%
Precision Production, Craft, and Repair	40350	47392	7042	17.5%
Operators, Fabricators, Laborers	30285	35161	4876	16.1%

Source: Job Service North Dakota, Research and Statistics (1996). Employment Projections to 2005 by Industry and Occupation

OREGON	1995 Employment	2005 Employment	Numerical Change	Percent Change
Executive, Managerial, and Administrative	84798	101517	16719	19.7%
Professional, Paraprofessional, and Technical	291564	369034	77470	26.6%
Sales and Marketing	165964	207742	41778	25.2%
Administrative Support and Clerical	235670	269335	33665	14.3%
Services	212785	273784	60999	28.7%
Agriculture, Forestry, and Fishing	48031	55130	7099	14.8%
Precision Production, Craft, and Repair	145261	167083	21822	15.0%
Operators, Fabricators, Laborers	219223	252972	33749	15.4%

Source: Oregon Employment Department (1995). Oregon Occupational Projections, 1995-2005

SOUTH DAKOTA	1994 Employment	2005 Employment	Numerical Change	Percent Change
Executive, Managerial, and Administrative	20545	23340	2795	13.6%
Professional, Paraprofessional, and Technical	67990	80695	12705	18.7%
Sales and Marketing	44735	54310	9575	21.4%
Administrative Support and Clerical	61200	67270	6070	9.9%
Services	72810	87655	14845	20.4%
Agriculture, Forestry, and Fishing	39025	41800	2775	7.1%
Precision Production, Craft, and Repair	41545	46350	4805	11.6%
Operators, Fabricators, Laborers	52850	62080	9230	17.5%

Source: Unpublished data from South Dakota Department of Labor, Labor Market Information Center (1996)

UTAH	1996 Employment	2001 Employment	Numerical Change	Percent Change
Executive, Managerial, and Administrative	72310	85970	13660	18.9%
Professional, Paraprofessional, and Technical	215530	262470	46940	21.8%
Sales and Marketing	125560	150740	25180	20.1%
Administrative Support and Clerical	165710	191050	25340	15.3%
Services	149810	183150	33340	22.3%
Agriculture, Forestry, and Fishing	23950	26030	2080	8.7%
Precision Production, Craft, Repair, Operators Fabricators, and Laborers	264840	308360	43520	16.4%

Source: Utah Department of Employment Security, Labor Market Information and Research (1996). Utah Job Outlook: Statewide and Service Delivery Areas 1996-2001

Regional Indicator 47; State Indicator 25

WASHINGTON	1995 Employment	2005 Employment	Numerical Change	Percent Change
Executive, Managerial, and Administrative	195197	238412	43215	22.1%
Professional, Paraprofessional, and Technical	594772	763678	168906	28.4%
Sales and Marketing	313274	373959	60685	19.4%
Administrative Support and Clerical	439925	498365	58440	13.3%
Services	432482	552041	119559	27.6%
Agriculture, Forestry, and Fishing	117666	121617	3951	3.4%
Precision Production, Craft, and Repair	319179	358772	39593	12.4%
Operators, Fabricators, Laborers	335823	379574	43751	13.0%

Source: State of Washington Employment Security Department (1996). 1995-2005 Washington State Occupational Projections

Note: No current data on Hawaii, Montana, and Wyoming was available at the time of publication.

Table 27
20 Occupations Projected to Have the Largest Numerical Growth
WICHE States and Nationally

U.S.	1994 Employment	2005 Employment	Numerical Change	Percent Change
Cashiers	3005000	3567000	562000	18.7%
Janitors and Cleaners	3043000	3602000	559000	18.4%
Salespersons Retail	3842000	4374000	532000	13.8%
Waiters and Waitresses	1847000	2326000	479000	25.9%
Registered Nurses	1906000	2379000	473000	24.8%
General Managers and Top Executives	3046000	3512000	466000	15.3%
Systems Analysts	483000	928000	445000	92.1%
Home Health Aides	420000	848000	428000	101.9%
Guards	867000	1282000	415000	47.9%
Nursing Aides, Orderlies, and Attendants	1265000	1652000	387000	30.6%
Secondary School Teachers	1340000	1726000	386000	28.8%
Marketing and Sales Worker Supervisors	2293000	2673000	380000	16.6%
Teacher Aides and Educational Assistants	932000	1296000	364000	39.1%
Receptionists and Information Clerks	1019000	1337000	318000	31.2%
Truck Drivers	2565000	2837000	272000	10.6%
Secretaries, Except Legal and Medical	2842000	3109000	267000	9.4%
Clerical Supervisors and Managers	1340000	1600000	260000	19.4%
Child Care Workers	757000	1005000	248000	32.8%
Maintenance Repairers, General Utility	1273000	1505000	232000	18.2%
Elementary Teachers	1419000	1639000	220000	15.5%

Source: U.S. Department of Labor, Bureau of Labor Statistics (1995). Employment Outlook, 1994-2005: Job Quality and Other Aspects of Projected Employment Growth.

ALASKA	1994 Employment	1999 Employment	Numerical Change	Percent Change
Retail Salesperson	8554	9382	828	9.7%
Cashiers	6426	7012	586	9.1%
General Managers and Top Executives	7002	7544	542	7.7%
Combined Food Preparation/Service Workers	6183	6691	508	8.2%
Waiters and Waitresses	3643	4058	415	11.4%
Janitors and Cleaners	5350	5731	381	7.1%
Registered Nurses	3778	4145	367	9.7%
Teacher Aides	3294	3647	353	10.7%
Child Care Workers	2704	3049	345	12.8%
Sales Supervisors and Managers	4926	5240	314	6.4%
General Office Clerks	7002	7301	299	4.3%
Restaurant Cooks	1779	2064	285	16.0%
Housekeeping Cleaners	2148	2422	274	12.8%
Truck Drivers, Heavy/Tractor Trailer	2769	3020	251	9.1%
Secondary School Teachers	2877	3121	244	8.5%
Maintenance Repairers, General Utility	5115	5349	234	4.6%
Truck Drivers, Light, Including Delivery/Route	1895	2126	231	12.2%
Aircraft Pilots and Flight Engineers	1628	1859	231	14.2%
Hairdressers/Hairstylists/Cosmetologists	1530	1757	227	14.8%
Special Education Teachers	1078	1299	221	20.5%

Source: Unpublished data from the Alaska Department of Labor, Research and Analysis Section.

ARIZONA	1994 Employment	2005 Employment	Numerical Change	Percent Change
Retail Salespersons	59649	94267	34618	58.0%
Cashiers	36828	61965	25137	68.3%
Waiters and Waitresses	34340	58260	23920	69.7%
General Managers and Top Executives	38421	62260	23839	62.0%
General Office Clerks	48823	66562	17739	36.3%
Janitors and Cleaners	28697	46044	17347	60.4%
Marketing and Sales Supervisors	23697	39235	15538	65.6%
Secretaries, Except Legal and Medical	31518	45524	14006	44.4%
Guards	14394	28113	13719	95.3%
Registered Nurses	28508	42130	13622	47.8%
Receptionists/Information Clerks	18372	31382	13010	70.8%
Maintenance Repairers, General Utility	19102	31014	11912	62.4%
Clerical Supervisors	20583	31995	11412	55.4%
Truck Drivers, Heavy	18325	28934	10609	57.9%
Truck Drivers, Light	15689	25636	9947	63.4%
Bookkeeping/Accounting/Auditing Clerks	30020	39552	9532	31.8%
Automotive Mechanics	10454	19252	8798	84.2%
Carpenters	11790	20548	8758	74.3%
Food Preparation Workers	16324	24811	8487	52.0%
Restaurant Cooks	13276	21294	8018	60.4%

Source: Arizona Occupational Employment Forecasts 1994-2005 (1996). Arizona Department of Employment Security, Labor Market Information, Publication 733A.

CALIFORNIA	1993 Employment	2005 Employment	Numerical Change	Percent Change
Waiters and Waitresses	213410	323240	109830	51.5%
General Managers and Top Executives	336880	446420	109540	32.5%
Retail Salespersons	381520	486080	104560	27.4%
Cashiers	233150	308180	75030	32.2%
General Office Clerks	387680	451780	64100	16.5%
Instructional Aides	155870	217250	61380	39.4%
Secretaries, General	262830	322130	59300	22.6%
Receptionists, Information Clerks	126450	183990	57540	45.5%
Food Preparation Workers	162540	218500	55960	34.4%
Registered Nurses	184590	230520	45930	24.9%
Janitors, Cleaners -- Except Maids	176930	222190	45260	25.6%
Systems Analysts	45310	88480	43170	95.3%
Truck Drivers, Light	113000	154830	41830	37.0%
Sales Representatives, Non-Scientific Except Retail	133080	174320	41240	31.0%
Maintenance Repairers, General Utility	114330	154000	39670	34.7%
Financial Managers	99250	138220	38970	39.3%
Guards and Watch Guards	106430	142070	35640	33.5%
Carpenters	59920	92990	33070	55.2%
Accountants and Auditors	102120	134970	32850	32.2%
Restaurant Cooks	75180	106300	31120	41.4%

Source: California Employment Development Department, Labor Market Information Division (1996). Table 6 Occupational Employment Projections 1993-2005 California. [On-Line]. Available: LMI On-Line, bulletin board California Employment Development Department, Labor Market Information Division, Phone 916-262-2227

Table 27 (continued)
20 Occupations Projected to Have the Largest Numerical Growth
WICHE States and Nationally

COLORADO	1995 Employment	2000 Employment	Numerical Change	Percent Change
Retail Salespersons	77609	87546	9937	12.8%
Waiters and Waitresses	40269	48307	8038	20.0%
General Managers and Top Executives	53231	60342	7111	13.4%
Janitors and Cleaners	31530	38511	6981	22.1%
Marketing and Sales Supervisors	44102	49949	5847	13.3%
Cashiers	37820	43071	5251	13.9%
Guards	12891	17767	4876	37.8%
Systems Analysts	8971	13314	4343	48.4%
Clerical Supervisors	27400	31686	4286	15.6%
Secretaries	41360	45389	4029	9.7%
Receptionists and Information Clerks	19904	23876	3972	20.0%
Child Care Workers	18749	22588	3839	20.5%
General Office Clerks	50275	54063	3788	7.5%
Computer Engineers	6811	10068	3257	47.8%
Truck Drivers, Light	22631	25875	3244	14.3%
Food Service and Lodging Managers	14913	18132	3219	21.6%
Restaurant Cooks	18845	21951	3106	16.5%
Secondary School Teachers	19385	22399	3014	15.5%
Maids and Housekeeping Cleaners	20667	23464	2797	13.5%
Adjustment Clerks	8482	11086	2604	30.7%

Source: Colorado Department of Labor and Employment, Labor Market Information Section (1996). Occupational Employment Outlook 1995-2000.

IDAHO	1994 Employment	2005 Employment	Numerical Change	Percent Change
Retail Salesperson	17090	22430	5340	31.2%
General Managers and Top Executives	13040	16890	3850	29.5%
Carpenters	8380	11960	3580	42.7%
Cashiers	11930	15130	3200	26.8%
Food Preparation & Service Workers, Fast Food	7840	10850	3010	38.4%
Waiters and Waitresses	7710	10610	2900	37.6%
General Office Clerks	10920	13640	2720	24.9%
Bookkeeping, Accounting, and Auditing Clerks	9550	12220	2670	28.0%
Truck Drivers, Heavy	10060	12630	2570	25.5%
Janitors and Cleaners	8920	11450	2530	28.4%
Secretaries, Except Legal and Medical	9180	11440	2260	24.6%
Elementary Teachers	8180	9900	1720	21.0%
Secondary School Teachers	7960	9620	1660	20.9%
Food Preparation Workers	4380	5920	1540	35.2%
Clerical Supervisors	5420	6940	1520	28.0%
Registered Nurses	6660	8070	1410	21.2%
Nursing Aides and Orderlies	4810	6190	1380	28.7%
Truck Drivers, Light	4690	6040	1350	28.8%
Graders and Sorters, Agricultural Products	3550	4740	1190	33.5%
Stock Clerks, Sales Floor	3940	5090	1150	29.2%

Source: Unpublished data from the Idaho Department of Employment, Research and Analysis

MONTANA	1994 Employment	2005 Employment	Numerical Change	Percent Change
Retail Salesperson	13596	18032	4436	32.6%
Waiters and Waitresses	8191	11531	3340	40.8%
Cashiers	7702	10130	2428	31.5%
General Managers and Top Executives	8045	10186	2141	26.6%
General Office Clerks	8666	10440	1774	20.5%
Bookkeeping and Accounting Clerks	7719	9449	1730	22.4%
Food Preparation Workers	4512	6217	1705	37.8%
Registered Nurses	6396	8053	1657	25.9%
Janitors and Cleaners	6574	8159	1585	24.1%
Carpenters	3063	4568	1505	49.1%
Secretaries, Except Legal and Medical	7220	8690	1470	20.4%
Food Preparation/Service, Fast Food	6326	7757	1431	22.6%
First Line Supervisors, Sales	4700	6116	1416	30.1%
Maids and Housekeeping Cleaners	4542	5898	1356	29.9%
Restaurant Cooks	2681	4036	1355	50.5%
Truck Drivers, Light	3543	4824	1281	36.2%
Nursing Aides and Orderlies	4446	5716	1270	28.6%
Secondary School Teachers	5114	6355	1241	24.3%
Maintenance Repairers, General Utility	3940	5043	1103	28.0%
Fast Food Cooks	2461	3507	1046	42.5%

Source: Unpublished data from Montana Department of Labor and Industry, Research and Analysis Bureau

NEVADA	1994 Employment	2005 Employment	Numerical Change	Percent Change
Cashiers	21720	41270	19550	90.0%
Retail Salespersons	23410	41230	17820	76.1%
Waiters and Waitresses	24120	39630	15510	64.3%
Guards	12130	24630	12500	103.1%
Blackjack Dealers	15790	27460	11670	73.9%
Maids and Housekeeping Cleaners	16500	27740	11240	68.1%
General Managers and Top Executives	15690	26550	10860	69.2%
Janitors and Cleaners	17790	27750	9960	56.0%
Marketing and Sales Supervisors	13770	22370	8600	62.5%
General Office Clerks	17950	26190	8240	45.9%
Maintenance Repairers, General Utility	11260	19250	7990	71.0%
Carpenters	11890	19550	7660	64.4%
Food Preparation Workers	12820	20230	7410	57.8%
Registered Nurses	8730	16010	7280	83.4%
Food Preparation and Service Workers, Fast Food	9780	16350	6570	67.2%
Restaurant Cooks	9110	15660	6550	71.9%
Clerical Supervisors	7960	14380	6420	80.7%
Gaming Change Person	9530	15870	6340	66.5%
Secretaries, Except Legal and Medical	11830	17940	6110	51.6%
Truck Drivers, Light	7770	13600	5830	75.0%

Source: Unpublished data from Nevada Department of Employment, Research Division

Table 27 (continued)
20 Occupations Projected to Have the Largest Numerical Growth
WICHE States and Nationally

NEW MEXICO	1993 Employment	2005 Employment	Numerical Change	Percent Change
Retail Salespersons	23270	31280	8010	34.4%
Waiters and Waitresses	14980	20360	5380	35.9%
Cashiers	16270	21440	5170	31.8%
General Office Clerks	14760	18690	3930	26.6%
Registered Nurses	8950	12230	3280	36.6%
Instructors, Nonvocational Education	8450	11670	3220	38.1%
Restaurant Cooks	6570	9670	3100	47.2%
General Managers and Top Executives	17220	20160	2940	17.1%
Food Preparation Workers	6990	9830	2840	40.6%
Systems Analysts	2520	5280	2760	109.5%
Food Service and Lodging Managers	4760	7490	2730	57.4%
Child Care Workers	3260	5870	2610	80.1%
Electrical and Electronics Technicians	4650	6970	2320	49.9%
Maintenance Repairers, General Utility	7440	9750	2310	31.0%
Vocational Education Teachers	7000	9310	2310	33.0%
Secondary School Teachers	6210	8360	2150	34.6%
Nursing Aides and Orderlies	5680	7810	2130	37.5%
Painters and Paperhangers	3150	5260	2110	67.0%
Accountants and Auditors	4830	6920	2090	43.3%
Automotive Mechanics	5440	7410	1970	36.2%

Source: New Mexico Department of Labor, Bureau of Economic Research and Analysis (1995), New Mexico 2005 Economic Projections

OREGON	1995 Employment	2005 Employment	Numerical Change	Percent Change
Retail Salespersons	48705	61588	12883	26.5%
Semiconductor Processors	4442	12059	7617	171.5%
Cashiers	28012	35521	7509	26.8%
Waiters and Waitresses	27533	34949	7416	26.9%
Food Preparation Workers	18229	23786	5557	30.5%
Truck Drivers, Heavy/Tractor Trailer	23499	28881	5382	22.9%
First Lines Sales and Related Supervisors	17990	23290	5300	29.5%
Guards and Watch Guards	8179	12954	4775	58.4%
Janitors and Cleaners	21029	25782	4753	22.6%
Registered Nurses	22001	26483	4482	20.4%
Truck Drivers, Light Delivery	11271	15529	4258	37.8%
General Managers and Top Executives	29472	33687	4215	14.3%
Restaurant Cooks	11944	15922	3978	33.3%
Elementary Teachers	23211	27186	3975	17.1%
First Line Clerical and Administrative Supervisor	15713	18955	3242	20.6%
Maid and Housekeeping Cleaners	10750	13916	3166	29.5%
Sales Representatives, Non-Technical	16575	19673	3098	18.7%
Teachers Aides, Paraprofessional	11134	14223	3089	27.7%
Accountants and Auditors	9141	12000	2859	31.3%
Maintenance Repairers, General Utility	11869	14710	2841	23.9%

Source: Oregon Employment Department (1995), Oregon Occupational Projections, 1995-2005

NORTH DAKOTA	1994 Employment	2005 Employment	Numerical Change	Percent Change
Waiters and Waitresses	7014	9682	2668	38.0%
Nursing Aides and Orderlies	6240	8034	1794	28.8%
Retail Salespersons	10594	12154	1560	14.7%
Registered Nurses	5861	7420	1559	26.6%
General Managers and Top Executives	8205	9721	1516	18.5%
Cashiers	7298	8813	1515	20.8%
Truck Drivers, Heavy	6939	8172	1233	17.8%
Carpenters	3486	4423	937	26.9%
Hairdressers, Hairstylists	2874	3770	896	31.2%
Personal and Home Care Aides	1440	2267	827	57.4%
Secretaries, Except Legal and Medical	7469	8294	825	11.0%
Food Service and Lodging Managers	1817	2639	822	45.2%
Janitors and Cleaners	5943	6706	763	12.8%
Human Services Workers	1402	2161	759	54.1%
Secondary School Teachers	3610	4357	747	20.7%
Marketing and Sales Supervisors	3549	4240	691	19.5%
Clerical Supervisors	2964	3646	682	23.0%
Licensed Practical Nurses	2800	3479	679	24.3%
Teachers Aides and Educational Assistants	2431	3098	667	27.4%
Maids and Housekeeping Cleaners	3665	4276	611	16.7%

Source: Job Service North Dakota, Research and Statistics (1996), Employment Projections to 2005 by Industry and Occupation

SOUTH DAKOTA	1994 Employment	2005 Employment	Numerical Change	Percent Change
Cashiers	8995	11495	2500	27.8%
Retail Salespersons	10855	13210	2355	21.7%
Waiters and Waitresses	7495	9815	2320	31.0%
Registered Nurses and Nurse Practioners	6980	8655	1675	24.0%
Supervisors, First Line, Sales	7945	9590	1645	20.7%
Truck Drivers, Heavy	7935	9450	1515	19.1%
Farm and Ranch Workers	8970	10340	1370	15.3%
Food Preparation Workers	4030	5225	1195	29.7%
Nursing Aides and Orderlies	5280	6425	1145	21.7%
General Office Clerks	8100	9230	1130	14.0%
Electronic Assemblers	4130	5215	1085	26.3%
Maids and Housekeepers	4115	5180	1065	25.9%
Fast Food Workers and Counter Attendants	5810	6800	990	17.0%
Janitors and Cleaners	7890	8805	915	11.6%
Child Care Workers	4895	5800	905	18.5%
Truck Drivers, Light	2575	3470	895	34.8%
Restaurant Cooks	2195	3090	895	40.8%
Stock Clerks, Sales Floor	3910	4695	785	20.1%
Elementary Teachers	5235	5940	705	13.5%
Secondary School Teachers	4920	5625	705	14.3%

Source: Unpublished data from South Dakota Department of Labor, Labor Market Information Center (1996)

Table 27 (continued)
20 Occupations Projected to Have the Largest Numerical Growth
WICHE States and Nationally

UTAH	1996 Employment	2001 Employment	Numerical Change	Percent Change
Sales Clerks	34960	41680	6720	19.2%
Cashiers	23980	28770	4790	20.0%
Truck Drivers, Heavy	20510	24340	3830	18.7%
Managers, General & Top Executive	26370	30140	3770	14.3%
Waiters & Waitresses	15330	18890	3560	23.2%
Nurses, Registered	14010	17560	3550	25.3%
Janitors and Cleaners	18590	22000	3410	18.3%
General Office Clerks	18870	22250	3380	17.9%
Secretaries, except Medical and Legal	26900	29990	3090	11.5%
First Line Supervisors, Sales	14450	17480	3030	21.0%
Food Preparation Workers	12150	15080	2930	24.1%
Truck Drivers, Light	8200	10200	2000	24.4%
Receptionists & Information Clerks	9620	11620	2000	20.8%
Teachers, Secondary School	11180	13080	1900	17.0%
Sales Representatives, Non-technical	10250	12110	1860	18.1%
Maintenance Repairers, General Utility	9110	10900	1790	19.6%
Accountants and Auditors	9400	11180	1780	18.9%
First Line Supervisors, Clerical	9080	10850	1770	19.5%
Carpenters	12310	14060	1750	14.2%
Computer Systems Analysts	3480	5180	1700	48.9%

Source: Utah Department of Employment Security, Labor Market Information and Research (1996). Utah Job Outlook, Statewide and Service Delivery Areas 1996-2001

WASHINGTON	1995 Employment	2005 Employment	Numerical Change	Percent Change
Retail Salespersons	87272	102119	14847	17.0%
Waiters and Waitresses	42279	55343	13064	30.9%
Systems Analysts	15937	27713	11776	73.9%
Child Care Workers	22496	34225	11729	52.1%
Registered Nurses	38832	50023	11191	28.8%
General Office Clerks	54759	65877	11118	20.3%
Cashiers	53292	64357	11065	20.8%
Computer Engineers	10132	20525	10393	102.6%
Food Preparation Workers	25542	34396	8854	34.7%
Nursing Aides and Orderlies	23127	31328	8201	35.5%
General Managers and Top Executives	56847	63997	7150	12.6%
Receptionists and Information Clerks	27842	34954	7112	25.5%
Secondary School Teachers	26908	33919	7011	26.1%
First Line Supervisors, Sales	46081	53008	6927	15.0%
Food Preparation and Servers, Fast Food	38738	45138	6400	16.5%
Restaurant Cooks	17225	23597	6372	37.0%
Maintenance Repairer, General Utility	25419	31309	5890	23.2%
First Line Supervisors, Clerical	26966	32705	5739	21.3%
Janitor and Cleaners	35441	40636	5195	14.7%
Truck Drivers, Heavy	33739	38928	5189	15.4%

Source: State of Washington Employment Security Department (1996), 1995-2005 Washington State Occupational Projections

Note: No current data on Hawaii and Wyoming was available at the time of publication

State Indicator 26

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Table 28

10 Occupations Requiring Postsecondary Education Projected to Have the Largest Numercal Growth

WICHE States and Nationally

U.S.	*1994 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
Registered Nurses	1906000	2379000	473000	24.8%
General Managers and Top Executives	3046000	3512000	466000	15.3%
Systems Analysts	483000	928000	445000	92.1%
Secondary School Teachers	1340000	1726000	386000	28.8%
Secretaries, Except Legal and Medical	2842000	3109000	267000	9.4%
Elementary Teachers	1419000	1639000	220000	15.5%
Special Education Teachers	388000	593000	205000	52.8%
Licensed Practical Nurses	702000	899000	197000	28.1%
Food Service and Lodging Managers	579000	771000	192000	33.2%
Social Workers	557000	744000	187000	33.6%

Source: U.S. Department of Labor, Bureau of Labor Statistics (1995), Employment Outlook 1994-2005, Job Quality and Other Aspects of Projected Employment Growth

ALASKA	*1994 Employment*	*1999 Employment*	*Numerical Change*	*Percent Change*
General Managers and Top Executives	7002	7544	542	7.7%
Registered Nurses	3778	4145	367	9.7%
Secondary School Teachers	2877	3121	244	8.5%
Aircraft Pilots and Flight Engineers	1628	1859	231	14.2%
Hairdressers/Hairstylists/Cosmetologists	1530	1757	227	14.8%
Special Education Teachers	1078	1299	221	20.5%
Food Service and Lodging Managers	1363	1533	170	12.5%
Secretaries, Except Medical and Legal	5257	5418	161	3.1%
Elementary School Teachers	3953	4090	137	3.5%
Preschool and Kindergarten Teachers	1136	1272	136	12.0%

Source: Unpublished data from the Alaska Department of Labor, Research and Analysis Section

ARIZONA	*1994 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
General Managers and Top Executives	38421	62260	23839	62.0%
Secretaries, Except Legal and Medical	31518	45524	14006	44.4%
Registered Nurses	28508	42130	13622	47.8%
Automotive Mechanics	10454	19252	8798	84.2%
Carpenters	11790	20548	8758	74.3%
Accountants and Auditors	11149	18956	7807	70.0%
Electricians	7994	15591	7597	95.0%
Food Service and Lodging Managers	8206	15508	7302	89.0%
Financial Managers	10293	17082	6789	66.0%
Systems Analysts	5207	11859	6652	127.8%

Source: Arizona Department of Employment Security (1996), Arizona Occupational Employment Forecasts 1994-2005, Labor Market Information, Publication 733A

CALIFORNIA	*1993 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
General Managers and Top Executives	336880	446420	109540	32.5%
Secretaries, General	262830	322130	59300	22.6%
Registered Nurses	184590	230520	45930	24.9%
Systems Analysts	45310	88480	43170	95.3%
Financial Managers	99250	138220	38970	39.3%
Carpenters	59920	92990	33070	55.2%
Accountants and Auditors	102120	134970	32850	32.2%
Marketing, Advertising, and Public Relations Managers	63810	93830	30020	47.0%
Computer Engineers	27030	56390	29360	108.6%
Secondary School Teachers	89900	118330	28430	31.6%

Source: California Employment Development Department, Labor Market Information Division. Table 6, Occupational Employment Projections 1993-2005 California. [On-Line]. Available: LMI On-Line, bulletin board of the California Employment Development Department, Labor Market Information Division, phone' 916-262-2227

COLORADO	*1995 Employment*	*2000 Employment*	*Numerical Change*	*Percent Change*
General Managers and Top Executives	53231	60342	7111	13.4%
Systems Analysts	8971	13314	4343	48.4%
Secretaries	41360	45389	4029	9.7%
Computer Engineers	6811	10068	3257	47.8%
Food Service and Lodging Managers	14913	18132	3219	21.6%
Secondary School Teachers	19385	22399	3014	15.5%
Computer Programmers	12152	14432	2280	18.8%
Elementary Teachers	21002	23266	2264	10.8%
Accountants and Auditors	16200	18286	2086	12.9%
Registered Nurses	26367	28435	2068	7.8%

Source: Colorado Department of Labor and Employment, Labor Market Information Section (1996) Occupational Employment Outlook 1995-2000

IDAHO	*1994 Employment*	*2005 Employment*	*Numerical Change*	*Percent Change*
General Managers and Top Executives	13040	16690	3650	28.0%
Secretaries, Except Legal and Medical	9180	11440	2260	24.6%
Elementary Teachers	8180	9900	1720	21.0%
Secondary School Teachers	7960	9620	1660	20.9%
Registered Nurses	6660	8070	1410	21.2%
Electrical and Electronic Technicians	2050	2960	910	44.4%
Accountants and Auditors	3170	3970	800	25.2%
Teachers Aides, Paraprofessional	3700	4470	770	20.8%
Licensed Practical Nurses	2760	3490	730	26.4%
Financial Managers	2500	3130	630	25.2%

Source: Unpublished data from the Idaho Department of Employment, Research and Analysis

Table 28 (continued)
10 Occupations Requiring Postsecondary Education Projected to Have the Largest Numercal Growth
WICHE States and Nationally

MONTANA	1994 Employment	2005 Employment	Numerical Change	Percent Change
General Managers and Top Executives	8045	10186	2141	26.6%
Registered Nurses	6396	8053	1657	25.9%
Secretaries, Except Legal and Medical	7220	8690	1470	20.4%
Secondary School Teachers	5114	6355	1241	24.3%
Elementary Teachers	6656	7455	799	12.0%
Licensed Practical Nurses	2568	3290	722	28.1%
Automotive Mechanics	2035	2673	638	31.4%
Special Education Teachers	1093	1679	586	53.6%
Residential Counselors	816	1381	565	69.2%
Preschool and Kindergarten Teachers	1205	1751	546	45.3%

Source: Unpublished data from Montana Department of Labor and Industry, Research and Analysis Bureau

NEVADA	1994 Employment	2005 Employment	Numerical Change	Percent Change
General Managers and Top Executives	15690	26550	10860	69.2%
Carpenters	11890	19550	7660	64.4%
Registered Nurses	8730	16010	7280	83.4%
Secretaries, Except Legal and Medical	11830	17940	6110	51.6%
Financial Managers	4490	8160	3670	81.7%
Secondary School Teachers	5860	9280	3420	58.4%
Food Service and Lodging Managers	4250	7670	3420	80.5%
Accountants and Auditors	4300	7160	2860	66.5%
Elementary Teachers	6430	9110	2680	41.7%
Licensed Practical Nurses	2670	4780	2110	79.0%

Source: Unpublished data from Nevada Department of Employment, Research Division

NEW MEXICO	1993 Employment	2005 Employment	Numerical Change	Percent Change
Registered Nurses	8950	12230	3280	36.6%
Instructors, Nonvocational Education	8450	11670	3220	38.1%
General Managers and Top Executives	17220	20160	2940	17.1%
Systems Analysts	2520	5280	2760	109.5%
Food Service and Lodging Managers	4760	7490	2730	57.4%
Electrical and Electronics Technicians	4650	6970	2320	49.9%
Vocational Education Teachers	7000	9310	2310	33.0%
Secondary School Teachers	6210	8360	2150	34.6%
Accountants and Auditors	4830	6920	2090	43.3%
Automotive Mechanics	5440	7410	1970	36.2%

Source: New Mexico Department of Labor, Bureau of Economic Research and Analysis (1995), New Mexico 2005 Economic Projections

NORTH DAKOTA	1994 Employment	2005 Employment	Numerical Change	Percent Change
Registered Nurses	5861	7420	1559	26.6%
General Managers and Top Executives	8205	9721	1516	18.5%
Carpenters	3486	4423	937	26.9%
Hairdressers, Hairstylists	2874	3770	896	31.2%
Secretaries, Except Legal and Medical	7469	8294	825	11.0%
Food Service and Lodging Managers	1817	2639	822	45.2%
Human Services Workers	1402	2161	759	54.1%
Secondary School Teachers	3610	4357	747	20.7%
Licensed Practical Nurses	2800	3479	679	24.3%
Systems Analysts	624	1209	585	93.8%

Source: Job Service North Dakota, Research and Statistics (1996), Employment Projections to 2005 by Industry and Occupation

OREGON	1995 Employment	2005 Employment	Numerical Change	Percent Change
Registered Nurses	22001	26483	4482	20.4%
General Managers and Top Executives	29472	33687	4215	14.3%
Elementary Teachers	23211	27186	3975	17.1%
Teachers Aides, Paraprofessional	11134	14223	3089	27.7%
Accountants and Auditors	9141	12000	2859	31.3%
Preschool and Kindergarten Teachers	6306	8866	2560	40.6%
Computer Systems Analysts	5130	7350	2220	43.3%
Computer Engineers	3573	5634	2061	57.7%
Property and Real Estate Managers	4854	6854	2000	41.2%
Marketing/Public Relations Managers	5362	7104	1742	32.5%

Source: Oregon Employment Department (1995), Oregon Occupational Projections, 1995-2005

SOUTH DAKOTA	1994 Employment	2005 Employment	Numerical Change	Percent Change
Registered Nurses and Nurse Practioners	6980	8655	1675	24.0%
Elementary Teachers	5235	5940	705	13.5%
Secondary School Teachers	4920	5625	705	14.3%
General Managers and Top Executives	5340	5870	530	9.9%
Accountants and Auditors	1750	2200	450	25.7%
Automotive Mechanics	2510	2950	440	17.5%
Public Administration Officials	4850	5275	425	8.8%
Welders and Cutters	1740	2150	410	23.6%
Carpenters	3310	3710	400	12.1%
Food Service and Lodging Managers	1550	1925	375	24.2%

Source: Unpublished data from South Dakota Department of Labor, Labor Market Information Center (1996)

Table 28 (continued)

10 Occupations Requiring Postsecondary Education Projected to Have the Largest Numercal Growth

WICHE States and Nationally

UTAH	1996 Employment	2001 Employment	Numerical Change	Percent Change
Managers, General & Top Executive	26370	30140	3770	14.3%
Nurses, Registered	14010	17560	3550	25.3%
Secretaries, except Medical and Legal	26900	29990	3090	11.5%
Teachers, Secondary School	11180	13080	1900	17.0%
Accountants and Auditors	9400	11180	1780	18.9%
Carpenters	12310	14060	1750	14.2%
Computer Systems Analysts	3480	5180	1700	48.9%
Teachers, Elementary	13420	14970	1550	11.5%
Automotive Mechanics	6550	7930	1380	21.1%
Managers, Financial	6820	8140	1320	19.4%

Source: Utah Department of Employment Security, Labor Market Information and Research (1996), Utah Job Outlook, Statewide and Service Delivery Areas 1996-2001

WASHINGTON	1995 Employment	2005 Employment	Numerical Change	Percent Change
Systems Analysts	15937	27713	11776	73.9%
Registered Nurses	38832	50023	11191	28.8%
Computer Engineers	10132	20525	10393	102.6%
General Managers and Top Executives	56847	63997	7150	12.6%
Secondary School Teachers	26908	33919	7011	26.1%
Accountants and Auditors	21027	26567	5540	26.3%
Carpenters	43144	48322	5178	12.0%
Elementary Teachers	30646	35178	4532	14.8%
Hairdressers and Cosmetologists	17179	21555	4376	25.5%
Food Service and Lodging Managers	13397	17718	4321	32.3%

Source: State of Washington Employment Security Department (1996), 1995-2005 Washington State Occupational Projections

Note: No current data on Hawaii and Wyoming was available at the time of publication.

Regional Indicator 48; State Indicator 27

Part V:
Appendices

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The Carnegie Classification of Institutions of Higher Education

Four-year institutions of higher education are classified using the1994 edition of the Carnegie classification of institutions of higher education. This classification scheme groups institutions on the basis of the highest level of degrees awarded, number of degrees awarded, level of federal research support (for research institutions), and selectivity of admissions (for baccalaureate institutions).

Two significant changes were made to the 1994 classification scheme. First, the comprehensive category was renamed "Master's (Comprehensive)." It includes institutions awarding both bachelor's and master's degrees. Institutions are classified as Master's I or Master's II based on the number of master's degrees awarded. Enrollment is no longer a factor. Second, the liberal arts category is now called "Baccalaureate (Liberal Arts)." Baccalaureate I and Baccalaureate II institutions are primarily undergraduate institutions that are distinguished based on the percent of degrees they award in the liberal arts and the selectivity of their admissions.

The descriptions of the classifications that follow are taken from *A Classification of Institutions of Higher Education, 1994 Edition* (Carnegie Foundation, 1994).

Research Universities I: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year.[1] In addition, they receive annually $40-million in federal support.[2]

Research Universities II: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year. In addition, they receive annually between $15.5-million and $40-million in federal support.

Doctoral Universities I: In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate. They award at least 40 doctoral degrees annually in five or more disciplines.

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[1] The years used for averaging the number of degrees awarded are 1988-89, 1989-90 and 1990-91.

[2] The years used in averaging annual federal support are 1989, 1990, and 1991.

Doctoral Universities II: In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate. They award at least 10 doctoral degrees annually in three or more disciplines, or 20 or more doctoral degrees in one or more disciplines.

Master's (Comprehensive) Universities and Colleges I: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually in three or more disciplines.

Master's (Comprehensive) Universities and Colleges II: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 20 or more master's degrees annually in one or more disciplines.

Baccalaureate (Liberal Arts) Colleges I: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They are selective in admissions and award 40 percent or more of their baccalaureate degrees in liberal arts fields.[3]

Baccalaureate (Liberal Arts) Colleges II: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They are less selective in admissions or they award less than 40 percent of their baccalaureate degrees in liberal arts fields.

Professional Schools and Specialized Institutions: These institutions offer degrees ranging from the bachelor's to the doctorate. At least 50 percent of the degrees awarded by these institutions are in a specialized field.[4]

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[3] The liberal arts fields include: area and ethnic studies, English language and literature, foreign languages, letters, liberal and general studies, life sciences, mathematics, multi- and interdisciplinary studies, philosophy and religion, physical sciences, psychology, social sciences, and the visual and performing arts.

[4] Specialized institutions include: theological seminaries; medical schools, medical centers, and other specialized health profession schools; schools of engineering and technology; schools of business and management; schools of art, music, and design; law schools; teachers colleges; other specialized institutions; and tribal colleges.

Institutions by State and Sector

For a listing of public and private institutions by state and sector, contact the Policy and Information Unit at WICHE, 303-541-0224 or via e-mail at **policy@wiche.edu**.